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REPORT RESUMES

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INSTRUCTIONAL PROGRAMS IN SECONDARY SCHOOLS SERVING CONTRASTING SOCIOECONOMIC AREAS IN LARGE CITIES.
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A SOURCE OF SPECIFIC INFORMATION WAS DEVELOPED ON INSTRUCTIONAL PROGRAMS IN JUNIOR AND SENIOR HIGH SCHOOLS SERVING CONTRASTING SOCIOECONOMIC AREAS OF SEVEN LARGE CITIES OF THE MIDWESTERN UNITED STATES. THE INFORMATION SOUGHT IN THIS STUDY (GATHERED BY OBSERVATION, INTERVIEW, AND INVENTORY METHODS) FELL INTO TWO CATEGORIES--(1) DATA ABOUT THE INSTRUCTIONAL PROGRAMS AND (2) DATA ABOUT THE HUMAN DIMENSION OF THE SECONDARY SCHOOLS SURVEYED. THE PROJECT RESULTS WERE USED PRIMARILY TO DESCRIBE DIFFERENCES AND SIMILARITIES BETWEEN SCHOOLS SERVING ADOLESCENTS IN DEPRESSED SOCIOECONOMIC AREAS OF LARGE CITIES AND THOSE SERVING PRIVILIGED AREAS OF THE SAME CITIES FROM STANDPOINTS OF (1) INSTRUCTIONAL PROGRAMS, (2) ORGANIZATION FOR INSTRUCTION, (3) SCHOOL FACILITIES, TEACHING AIDS, AND INSTRUCTIONAL MATERIALS, (4) ADMINISTRATIVE AND GUIDANCE ACTIVITIES AND SERVICES, (5) INSTRUCTIONAL PROCEDURES, (6) PERCEPTIONS, TECHNIQUES, IDEAS, AND APPROACHES OF LOCAL SCHOOL ADMINISTRATORS, GUIDANCE PERSONNEL, AND TEACHERS, (7) MAKEUP OF INSTRUCTIONAL STAFFS IN SUCH DIMENSIONS AS NUMBERS, PREPARATION, EXPERIENCE, TENURE, AGE, AND PLACEMENT, (8) CURRICULAR AND EXTRACURRICULAR SERVICES, AND (9) ADMINISTRATIVE AND TEACHER ATTITUDES WITH RESPECT TO IMPINGMENTS ON SPECIFIC INSTRUCTIONAL PROGRAMS. DIFFERENCES IN PROGRAMS, PRACTICES, AND APPROACHES WERE ALSO COMPARED AMONG DIFFERENT CITIES AND STATES. IN GENERAL IT WAS FOUND THAT LITTLE ALLOWANCE WAS BEING MADE IN THE SCHOOL PROGRAMS STUDIED TO COMPENSATE FOR DIFFERENCES IN THE MAKEUP, OUTLOOK, AND MOTIVATION OF YOUTH IN DEPRESSED VERSUS PRIVILEGED SOCIOECONOMIC AREA SCHOOLS. QUESTIONS APPEARING WORTHY OF FURTHER INVESTIGATION WERE OUTLINED. (JH)

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INSTRUCTIONAL PROGRAMS IN SECONDARY SCHOOLS SERVING CONTRASTING SOCIOECONOMIC AREAS IN LARGE CITIES

By

Thomas Leo Goodman, B.S., M.Ed.

* * * * *

The Ohio State University
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The writer must accept the responsibility for any weaknesses or errors in this study, and at the same time, acknowledge the assistance of others who have contributed to the strengths of the total project.

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CHAPTER I

INTRODUCTION

Overview of the Study

The report that follows represents a comprehensive study of instructional programs of selected large city junior and senior high schools. The schools were selected as being representative of general comprehensive secondary schools that serve contrasting socio-economic areas within large city school systems. This research is intended to be a descriptive status study of "what is," when selected aspects of the programs of large city secondary schools are viewed in depth. There has been neither attempt nor intent to assemble and analyze the data for the purpose of evaluating or criticising schools. Rather, the information presented here is offered for study and analysis.

In this study of the programs of instruction found in large city secondary schools, a larger definition has been given to the phrases "instructional programs" or "programs of instruction." As emphasized in this research, the word "programs" encompasses the total school, its make-up, its environmental setting, and all of the services and activities provided for youngsters and the community by the school.

Because there are many aspects that go into the make-up of the total secondary school program, this written report has been divided into distinct categories so that the plethora of information will be understandable. Recognizing the disjunction that can derive from the division of an interwoven entity such as a school program, in an attempt to portray what seem to be "typical" programs, the report will include a summary chapter to draw together the many aspects of the program after they have been described separately. In the final chapter the writer will review and comment on the findings of the study, drawing upon the data and his personal experiences and impressions as they came out of the data-gathering activities. This last section has been included to add a "human" dimension to the research.

Profile of the Report

Chapter I gives an introduction to the study and contains a description of the format of the written report.

Chapter II presents a statement of the problem which was the basis for the study. In addition to the problem statement, the second chapter includes a review of some of the literature and research, which are presented in illustration of the contemporary make-up, the problems, and the changes in metropolitan areas. A further section of the literature review is devoted to the consideration of contrasts found within large city school systems. Special focus is given to the contrasting socioeconomic settings served by the schools and to the contrasts found in the social, cultural, physical, and psychological make-up of youngsters served by the large city schools. This brief look at the contrasts found in metropolitan areas provides the setting from which the problem developed and in which the study was conducted.

Chapter III is given over to a step-by-step description of the procedures followed in the conduct of the study. In this section the reader can follow the researcher as the problem was formalized and developed, as potential participants were identified, and as cooperating city school systems and representative schools were selected. In the section dealing with data-gathering procedures, the reader is acquainted with the variety of activities and procedures utilized by the researcher. Finally, a brief explanation of the data utilization is provided, as well as a description of the statistical processes which were employed.

In Chapter IV a brief overview of the cities, of the participating school systems, and of the subject schools is provided. This description is not offered for empirical purposes, but has been given as a means of acquainting the reader with the setting in which the study was conducted.

Chapters V and VI outline the data pertaining to all aspects of the programs offered by junior high schools and senior high schools participating in the project. These chapters represent the largest portion of the written report and are in essence the heart of the study. In these chapters of the report a vast amount of information is presented for purposes of program description. To facilitate the organization of data, and to make the information more understandable to the reader, the writer has divided the description of instructional programs into five distinct categories. These divisions are Plant and Setting, Pupil Population, School Program, Organization and Services, and Administration and Staff. Chapter V will be devoted to a description of the instructional programs in each of fourteen large city junior high schools. Seven schools were selected to represent schools from depressed socioeconomic settings; the other seven represent junior high schools from privileged socioeconomic areas of the cities. Using each of the five previously listed aspects of school programs, the data secured through research activities will be presented to give a description of the seven in depressed areas and seven in privileged areas. In the same manner, Chapter VI presents a categorized description of the programs of instruction in seven depressed area senior high schools and in seven privileged area schools.

Chapter VII represents a brief descriptive summary of the four kinds of schools included in the study, the depressed area junior high school, the privileged area junior high school, the depressed area senior high school, and the privileged area senior high school. In this section the researcher has attempted to identify what might be called a "typical" school, which is representative of each of the four kinds of schools. This summarization must not be viewed as an attempt to propose that a "typical" school can be empirically described or structured. Rather, the summary is made as a means of drawing together all the information so that the reader may better perceive the similarities and differences in school programs when viewed in contrasting socioeconomic settings.

Finally, in Chapter VIII the researcher has taken the liberty of expounding upon the findings of the study, as revealed by the various data presented in the report. In this section, the writer presents generalizations that are supported by the research. Also, the writer has included personal observations and postulations, as well as some subjective interpretations of research experiences. The reader is reminded that these final subjective analyses and comments are not intended to represent empirical data. Rather, these observations have been included for the gratification which may derive from personal conjecture. It is the earnest hope of the writer that these personal views and interpretations serve to stimulate professional argument and to sponsor further study in this area. If this is the result, the report will have served the purpose for which it was intended.

CHAPTER II

STATEMENT OF PROBLEM

The Larger Problem

"These are the times that try men's souls." These words, first spoken by a man witnessing the pangs of this nation's political birth, might well be used today to describe the turmoil and the pressure for change in the social, political, and economic structure of that nation.

Contemporary society is plunged into a maelstrom of unrest and concern. Terms or phrases which are in vogue and which seem to point up the current break with stability include "urbanism," "urban renewal," "high-rise housing," "bedroom communities," "Megalopolis," "core areas," "inner-cities," "pockets of poverty," "transiency," "segregation--de facto and de jure," "juvenile delinquency," "automation," "technology," "cybernation," "planned obsolescence," "war on poverty," "unemployment roles," "re-training," "job corps," and "World of Work." None of these phenomena are completely new to society, nor do they represent the full range of social concerns. In recent times, however, they have become the focal point of much public concern.

Why is this so? Because of the highly technical and industrial nature of our new economy, vast numbers of people have been brought together in a close and complex urban setting. Whereas at the turn of the present century more than 60 per cent of the nation's population lived in rural areas, and less than 40 per cent of the populace lived in urban settings, the situation is today reversed. More than 70 per cent of the population of the United States now resides in urban areas, and less than a third of the populace is found in a rural setting.[1]

An insight into the urbanism of our population is gained when one looks at the 1964 report of the Bureau of Census. During a decade (1950-1960) when the total population of this country increased by 18 per cent, there was a 26.4 per cent (23.5 million) population increase in the Standard Metropolitan Statistical Areas of the nation. A gain of 5.6 million persons occurred in central cities of this country alone.[2]

Urbanization has amplified the many problems that cities have always faced in the task of providing needed services to their inhabitants. But, as the people in these diverse cultures and subcultures have been brought closer together, new problems have been created in social, political, economic, industrial, and educational domains. The confrontation of civic and social agencies with the inherent problems of urbanization are stories in themselves. Municipal, state, and federal agencies are deeply involved in such concerns as urban renewal, public housing, improved transportation, education and retraining, public employment, recreation and rehabilitation, crime prevention, and public health activities.

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[1] Dan Golenpaul Associates, Information Please Almanac, Atlas and Yearbook. New York: Simon and Schuster, 1965, p. 262.

[2] U. S. Department of Commerce, Bureau of Census, Characteristics of the Population, Part 1: United States Summary. Eighteenth Census of the United States, 1960 Census of Population. Washington, D. C.: Government Printing Office, 1964, pp. i - cxxvii, S1 - S64, I-1 to I-823.

The Role of Education

Especially affected by the urbanization of society and attendant problems have been the school systems within and adjacent to the central cities. Not only have these schools been burdened with a mass influx of vast numbers of new pupils, but the heterogeneity of the pupil population to be served has created a formidable instructional task. As if this responsibility were not enough, social, civic, political, and economic agencies--on local, state, and national levels--have turned to the schools for help in confronting and solving other problems and needs of society. Society now looks to the schools to provide programs, services, and activities which were once considered the responsibility of other agencies. In the educational task itself, as Professor Sidney Hook recently noted, "modern education faces a task that no previous system of education confronted, viz., the schooling of the entire population."[3] Schools are becoming centers of community activities for recreation, rehabilitation and retraining, and for mobilization to confront problems of urbanization.

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[3] Sidney Hook, Education for Modern Man: A New Perspective. New York: Alfred A. Knopf, 1963, p. 6.

Indeed, President Johnson has outlined the growing role of education in describing his vision of "the Great Society," wherein we will use our resources "to enrich and elevate our national life and to advance the quality of our American civilization." The educational system of this country is to play a key role in that quest. In the rebuilding of "the entire urban U. S.," and in the wider attack on poverty and illness, education and educational institutions will hold key leadership and operational roles.[4]

A prime example of the potential role of education in the "war on poverty" may be seen in particular provisions of the "Economic Opportunity Act of 1964." Provisions of the Act were outlined by consultants at a special conference held in Washington, D. C. in September 1964, and attended by 130 of the nation's school administrators. Citing such proposed activities as the Job Corps, Neighborhood Youth Corps, College Work-Study programs, and Community Action involvements, spokesmen for the larger project indicated that heavy dependence would rest on school systems for the conduct of the program, since the Office of Economic Opportunity lacked an organization to carry out the Bill's purposes.[5] In response to the new program, Forrest Conner, Executive Secretary of the American Association of School Administrators, challenged school leaders to implement the educational aspects of the new "Economic Opportunity

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[4] "Audacious Promise of a Great Society," Life, Volume 57, No. 20 (November 13, 1964), p. 4 (editorial).

[5] "Preview of Education's Role in Poverty War," Education U.S.A. A Special Weekly Report on Educational Affairs. Published by the National School Public Relations Association, a Department of the National Education Association, Washington, D. C., September 24, 1964.

Act." Conner noted that if school leaders default, other less competent, outside agencies will take over the schools' role in the project.[6]

A more recent piece of federal legislation dealing with education, the "Elementary and Secondary Education Act of 1965" (introduced in the U. S. House of Representatives as H. R. 2362), clearly recognizes education as a key weapon in the "war on poverty." Title II of the Act, which is labeled "FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN IN LOW-INCOME FAMILIES," states that

> Sec. 201. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.[7]

Under the provisions of this Act, local educational agencies which can provide evidence of a concentration of low-income families will receive financial grants that are consistent with the number of educationally deprived children in their school districts. Payments made to the agencies are to be used for programs and projects designed to meet the special educational needs of deprived children in the districts, and agencies will be required to make annual reports of progress or change.

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[6] "Schools and the Economic Opportunity Act of 1964, Administrators: Seize the Initiative Now!" Phi Delta Kappan, XLVI, No. 5 (January, 1965), pp. 213-215.

[7] Union Calendar No. 54. 89th Congress, 1st Session. H.R. 2362 (Report No. 143). Report of the Bill (amended), hereinafter known as the "Elementary and Secondary Education Act of 1965." Washington, D. C.: U. S. Government Printing Office, 1965, p. 70.

School systems in large cities will become key "agencies" for the local conduct of programs and policies supported by the new Act. Therefore, the responsibilities and the tasks of the large city school system have been greatly increased as the federal government has continued to turn to local educational agencies for the realization of equal opportunities in educational, social, economic, and civic domains.

The Setting

As previously noted, the United States has rapidly become an urban nation. Of the 17.5 per cent national increase in population during the past decade (1950-1960), 80 per cent was accounted for by the nation's metropolitan areas.[8] Metropolitan central city areas have approximately 58 million inhabitants, and their outlying areas contain another 54.9 million persons. Of the 212 Standard Metropolitan Statistical Areas identified by the Bureau of the Budget of the United

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[8] William W. Chase, Problems in Planning Urban School Facilities, Bulletin No. 23, School Plant Administration Series, U. S. Department of Health, Education, and Welfare. Washington, D. C.: U. S. Government Printing Office, 1964, p. 6.

States, 204 gained population and only 8 lost population during the 1950-1960 years.[9]

Although the nation's metropolitan areas have experienced steady growth since the 1950 census, change of a significant nature has taken place within those areas. While the greater metropolitan area population grew at a rate of 26.4 per cent (1950-1960), the central cities grew by only 10.7 per cent. The suburban areas surrounding the central cities had a population increase of 48.6 per cent.[10]

The migration of populace within the central cities has had a profound influence upon the make-up of the cities. Amos Hawley, describing in the Michigan Municipal Review the make-up of the Detroit and Flint metropolitan areas, cites some revealing statistics. For example, in the suburban areas only 6 per cent of the household heads of families living in the suburbs had been born and raised there. Approximately 20 per cent of the suburban residents had migrated there from outstate Michigan. Most significant, though, is the fact that nearly 75 per cent of the current suburban residents had migrated there directly from the central city.[11] When the central city out-migrants are replaced, it is usually by in-migrants from farms and small towns. Typically, these are persons whose socioeconomic and educational levels are lower than those of the people they replaced, and who are not accustomed to the conditions and culture of the inner city. In contrast,

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[9] Ibid.

[10] Ibid., p. 7.

[11] Amos H. Hawley, "The Challenge of Population Change," Michigan Municipal Review, XXXIV (January, 1961), p. 5.

> the suburban areas attract to themselves people who, by contrast with the residents of the central city, are relatively young, well educated, in the upper income categories, and, of no small importance, are members of households made up of husband, wife, and children. The differences are of the order of five to six years in median age, one to two years of school completed, $1,000 in median annual income, and 50 per cent more in complete families.[12]

The significant aspect of this metropolitan population change is that the situation is not improving. The central cities are in the throes of vast change, and an end to their problems is not in sight. As an economically depressed people move into the central city, and as the more affluent populace moves out into the suburbs, fiscal and social drains result. However, the demands on the cities for increased services, facilities, and maintenance operations have been multiplied. Finally, many businesses and industries have moved out of the central city area, and their exodus has meant loss in property valuation, unemployment for laborers from the inner city, and the closing of businesses auxiliary to the original industry.

Looking at the social concomitants of central city change, Havighurst, a student of metropolitan area problems, notes that

> As North American cities grow bigger, they tend to become stratified by income, socioeconomic status, race, and other social characteristics. A process of segregation takes place through the moves that families make in search of "better" living

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[12] *Ibid.*

> conditions. People who can afford it move to a "better" section of the city or to a suburb, and their places are taken by people below them in social status.[13]

Patricia Sexton, in a penetrating study of the "inequalities of opportunity in our public schools," embellishes upon the phenomenon described by Havighurst in writing that

> Like most urban areas, Big City has tended to develop in concentric circles, the older residents moving farther away from the center of the city with increasing prosperity, and new unskilled migrants moving into the downtown and central areas. Because of this pattern of movement, people of similar incomes tend to be clustered together in the city, the lowest-income groups in the central areas, with income generally increasing with distance from the center of town.[14]

It is because of the described socioeconomic phenomena that the large city school systems have an especially onerous task. Theirs is the problem of providing an educational program in each of many unique settings within the confines of the district. These programs must meet the needs and interests of the local pupil populace, yet must assure equal educational opportunity for all. The larger school system, therefore, must work with pupils of variant needs, interests, preparation, academic talents, and with unlike social, cultural, psychological, and physical make-ups.

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[13] Robert J. Havighurst, The Urban Lower Class School. A paper presented at the Human Development Symposium, University of Chicago, April 14, 1962.

[14] Patricia Cayo Sexton, Education and Income: Inequalities of Opportunity in Our Public Schools. New York: The Viking Press, 1961, p. 4.

In one setting the city school system may be pressured by the community to provide a predominantly college-preparatory educational program. The youngsters coming to this school from middle or upper-middle socioeconomic residential areas will probably bring to the school interests, attitudes, expectations, and academic aptitudes that enhance the program.

In a contrasting inner-city, depressed area neighborhood, the residents are socially and economically deprived racial minorities or impoverished white citizens. Their children often come to school from physical and social environments which foster interests, attitudes, and expectations which are different from, and which may conflict with, the values the school is attempting to inculcate. These youngsters are often characterized by academic retardation; they do poorly on tests of general intelligence and scholastic aptitude. Many of these youth present discipline and behavior problems, and appear to be apathetic and indifferent toward academic work and home-study assignments. The school often finds that parents in depressed area situations do little to motivate their children toward academic pursuits; that they do not prepare their children for school experience; and that they do not complement or reinforce in-school experiences.[15]

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[15] Gene C. Fusco, School-Home Partnership in Depressed Urban Neighborhoods, Bulletin No. 20, U. S. Department of Health, Education, and Welfare, Office of Education. Washington, D. C.: U. S. Government Printing Office, 1964, pp. 2-3.

The foregoing review of the complex and contrasting settings the large city school system finds itself destined to serve suggests the centrality of education to the solution of many problems of urban society. The city might be said to be whatever the schools make of it--or fail to make of it. However, the influence is reciprocal, and the schools are in part shaped by the many forces operating in urban society.[16]

The Educational Problem

> One of the greatest challenges facing the United States today is that of giving all Americans a basis for living constructively and independently in the modern age. The requirement is not for conformity but for compatibility. To make all people uniform would be as impracticable as it would be inconsistent with American ideals. To give all people a fair chance to meet the challenges of life is both practicable and American.
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> Equality of opportunity cannot be guaranteed by any single institution. But the school can have a profound influence in this direction. It reaches nearly all Americans; it reaches them when they are young and most subject to important changes; and its very reason for existence is to help them develop. Therefore Americans, in matters of equal opportunity, have relied heavily on their schools.[17]

With this penetrating statement, the Educational Policies Commission, in Education and the Disadvantaged American, presents the real challenge facing schools today. Noting that equality of opportunity has been a fundamental in American tradition but that not all Americans have shared in its reality, the commission points to the fact that this lack poses grave problems for both the disadvantaged and for the society at large: "Their lack of opportunity is expressed in incompetence and in misdeeds for which the rest of the society must--and does--pay. American cities today spend more for indigence, delinquency, and crime than for education."[18] An adequate education for youngsters from depressed areas in large cities would seem to constitute one of our most pressing social needs. As an unmet need, it constitutes a major social problem. If ignored, this problem will compound itself rather than dissipate. The size and the urgency of the problem are seen more clearly in the estimate of one writer, who calls the urban slums a "self-perpetuating milieu," in which perhaps 30,000,000 people reside, one-half of whom are second-generation residents.[19] Conant has probably given the best verbal description of the intensity of the problem in his statement that "we are allowing social dynamite to accumulate in our cities."[20] Citing the plight of parents in the slums whose children either drop out or graduate from school without prospects of either further education or employment, Conant writes:

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[16] B. J. Chandler, Lindley J. Stiles, John I. Kitsuse (eds.), Education in Urban Society. New York: Dodd, Mead & Company, 1962, p. 4.

[17] Educational Policies Commission, Education and the Disadvantaged American. Washington, D. C.: National Education Association of the United States, 1962, p. 11.

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[18] Ibid., p. 37.

[19] Christopher Jencks, "Slums and Schools," The New Republic, Volume 147, Nos. 10-11 (September 10, 1962), Part I, p. 19.

[20] James Bryant Conant, Slums and Suburbs. A Commentary on Schools in Metropolitan Areas. New York: McGraw-Hill Book Company, Inc., 1961, p. 2.

> In some slum neighborhoods I have no doubt that over a half of the boys between sixteen and twenty-one are out of school and out of work. Leaving aside human tragedies, I submit that a continuation of this situation is a menace to the social and political health of the large cities.[20]

Because of the ostensible historic success our public schools have had in meeting social problems (for example, the education and acculturation of immigrants from foreign countries during the late 1800's and the early 1900's), society suggests that the city schools continue to make some program of general public education available to those youngsters in depressed areas who can and will try to benefit from it. But, reliance upon the traditional approach to the education of today's slum area youth is questionable, as Macdonald explains in a penetrating analysis of our poverty areas.[22]

The question of which kind of instructional program will best meet the needs of depressed urban area youth is still in debate. Some persons suggest that there should be an emphasis on vocational education in the depressed areas, while the emphasis in privileged area schools should be on the traditional college preparatory program.

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[21] Ibid.

[22] Dwight Macdonald, Our Invisible Poor. Number Twenty-Three in the Sidney Hillman Reprint Series. New York: Sidney Hillman Foundation, 1963, p. 21.

Others would agree with an emphasis on the academics in privileged area schools, but they would emphasize occupational education--training in semi-skilled or unskilled job areas--rather than specialized or technical education for depressed area schools. Still others suggest that the schools simply expand the general education program in slum areas. Finally, there are those who insist that the only just solution is to offer a full, comprehensive instructional program in each and every school--programs that are both similar and equal in content. Common assent might be given to this "democratic" suggestion, but there are those who recognize that people and their environments differ, and that "similar" and "equal" programs cannot exist without provisions for compensatory and/or enrichment activities.

Regardless of the many directions proposed for instructional programs in contrasting social-cultural areas, there are still a number of unanswered questions that anyone considering practicable programs must first seek to answer.

One of the fundamental questions would seem to be in the identification of present practices: What is the current status of instructional programs in large city schools? How similar or how different are the instructional programs of large city secondary schools as offered in contrasting socioeconomic settings, yet administered by the same central school system? What similarities and what differences would be found in a survey of the instructional programs of a number of large city school systems. What common or what unique activities would be found in programs of instruction in large city secondary schools,which derive from recognized differences in the interests and needs of the youngsters served? What modifications will one find in the programs of individual secondary schools serving contrasting and similar socioeconomic settings within the same city? What subjects, activities, programs, materials, procedures,and devices do large city secondary schools identify as the strong aspects of their individual program? Which are identified as weak aspects? What similarities and differences would be found in the human dimension of school programs (teacher and administrator backgrounds, perceptions, attitudes, values) in a study of schools serving contrasting socioeconomic areas, within cities and between cities? In looking at a group of large city secondary schools, in slum areas and in privileged areas of the city, what emphases will be found in programs? Will there be the same focus in each school, with provision made for alternate educational routes for differing youngsters? Or, will the central focus of the school program be on one aspect of training (e.g., college preparation, or "general education"), with allowance for other pursuits by youngsters not interested in the core program? Is there a difference between the focus and emphasis of programs in the junior high schools and senior high schools, with the former allowing for exploratory involvements and the latter providing for more specialization? Or, would a study of programs reveal that junior high school programs are merely downward extensions of the senior high school program? Finally, what implications would be found regarding instructional programs in large city secondary schools if a systematic status study is made of a sample of junior and senior high schools operating within a number of large city school systems?

It is toward the possibility of answering many of these questions that this study was directed. At this time there is little, if any, specific data relating to instructional programs in large city secondary schools which is available for study and comparison. In his recent commentary on metropolitan area schools Conant cited the need for more precise information about schools and school programs:

> Needless to say, the high school curriculum has been debated endlessly in the past few years. The difficulty has been that as delightful as are the arguments, very few people have any meaningful facts as to what actually is going on in the schools. National statistics about the number of students studying physics, for example, are meaningless because they throw together students of all abilities in schools of all descriptions. Meaningful facts, it seems to me, require compilations of statistics state by state, preferably school by school, and by the ability levels of the students.[23]

Review of the Literature

> Our faith in democracy rests on our faith in education, and our faith in education is justified only to the extent that it improves civilization. Our great system of public schools as state investments is supported by men who believe that education can arouse the interests of youth, make clear to them the principles of democratic living, and encourage them to channel their endeavors into the improvement of social and economic welfare. The school can play a distinguished role in the development of our country only if it identifies

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[23] Conant, op. cit., p. 110.

> itself with the issues of social policy, and if it helps to carry children and youth through a consideration of these issues in the light of the fundamental principles basic to democratic living.
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> . . . .
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> If our faith in democracy is founded in our faith in education, it follows that we have confidence in the educability of all men. If we extend the ballot to all people, we must believe that they will vote intelligently enough at least to keep the ship of state off the rocks. Through education, however, we believe that they can be taught to steer a positive course directed toward the improvement of living for all. These beliefs furnish only one conclusion for education; namely, that all men can be educated, and that all men should be educated.[24]

Equality of opportunity is basic to the American concept of democratic government, and to the economic and social endeavors of the populace. Though this tenet of "the American Way" has never been fully realized, much of our nation's history has been an account of struggles for its achievement. Closely tied to our reverence of, and faith in, the democratic system has been a uniquely American trust in the ability of education to preserve and promote our way of life, while solving the pressing problems of society and promoting the "greater society." V. T. Thayer, in The Role of the School in American Society, cogently identifies many instances and forms in which various citizens and groups have consigned to the schools a central role in the quest for the many things they considered important.[25] Education was seen as a basis for the personal, social, civic, and vocational development of the individual, and it was upon this assumption that the public agreed to tax itself for support of the common schools.

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[24] J. Paul Leonard, "Critical Issues of Social Policy," The American High School: Its Responsibility and Opportunity. Eighth Yearbook of the John Dewey Society, edited by Hollis L. Caswell. New York: Harper and Brothers Publishers, 1946, p. 50.

It was in the rapidly growing cities of this young nation that the importance of schooling first became manifest. This recognition came about during the latter era of our country's "industrial revolution," at which time a mass influx of immigrants from foreign countries, as well as Americans from rural areas, was moving into the cities to fill the many factory occupations. These immigrants, foreign and domestic, settled in the slum areas of the cities, rearing their children in circumstances which offended certain individuals--humanitarians, educators, statesmen, representatives of labor--who looked upon America as a land of opportunity for all. The concern of these many persons, plus their leadership in public life, resulted in the public school system we have today, "free to all able and willing to profit therefrom."[26] Because of its success in educating and socializing the youth of the cities, and because of its key role in the industrialization and transformation of society, education which had been free and optional became schooling which was free but compulsory. It is from the state of compulsory attendance, in part, that an extension of public schooling into the secondary level took place.

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[25] V. T. Thayer, The Role of the School in American Society. New York: Dodd, Mead and Company, 1960, Chapter 1.

[26] Ibid., p. 11.

Today, the public secondary schools have assumed a number of roles and responsibilities which were not envisioned at the time of their establishment. Secondary education, which in many areas now embraces the training of youth from grades 7 through 14, is viewed concurrently as a preparatory program for higher education, as a program of terminal education, as a central source of civic and social training, as an agency for the development of national identity and conformity, and as the sponsor of diversity and social change. In fact, the number of roles and responsibilities assigned our secondary schools is commensurate with the number of community settings in which they are to be found, and at times the roles assigned may be in direct conflict. Clearly, the approach to the solution of many of society's problems and ills must come through education. Society has recognized this and is looking to the public schools to help eliminate racial prejudice and discrimination; it looks to the schools to provide cultural, social, and civic experiences for its youth; it looks to the schools to enhance the dream of equality of opportunity; it looks to the schools to provide some youngsters with terminal education skills and to provide others with adequate preparation for higher education or technical training; it looks to the schools to provide training for dropouts, and in some areas re-training for unemployed adults; and it looks to the schools to provide a stabilizing influence in the community--to be a center for social, civic, and political improvement.

Most affected by the new expectations are schools in the urban areas. The current focus of attention is on these schools and their programs because a large proportion of society's problems are close at hand. For example, Riessman cites one condition with real implications for large city schools:

> In 1950, approximately one child out of every ten in the fourteen largest cities of the United States was "culturally deprived." By 1960, this figure had risen to one in three . . . . By 1970, it is estimated there may be one deprived child for every two enrolled in schools in these large cities.[27]

Harrington sets the number of youth, eighteen years of age or younger, who come from impoverished backgrounds at a rock-bottom 11,000,000, which represents a third of the "culture of poverty."[28] Passow, in his book, Education in Depressed Areas, points to the significance of the population problem for the large cities by noting that "almost one of every six elementary and secondary school children now attends a public school in one of the sixteen largest American cities."[29] Using Passow's ratio and the data available for other major cities, it would seem safe to submit that better than one-fourth of all youngsters of school age reside in the fifty largest cities of the United States. Adding to the concern with numbers, it is predicted that by 1980, 80 per cent of the nation's population will live in urban areas.[30] These figures, coupled with projections of school enrollments, give an idea of the magnitude of the educational problems inherent in numbers alone. A related estimate indicates that there will be an increase in elementary school enrollments of 13 million youngsters by 1975; secondary school enrollments are predicted to rise by 5 million youth by the same date. Of the predicted 18 million additional children and youth by 1975, schools in urban areas will be compelled to accomodate at least 14 million youngsters.[31]

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[27] Frank Riessman, The Culturally Deprived Child. New York: Harper & Row, Publishers, 1962, p. 1.

[28] Michael Harrington, op. cit., p. 187.

[29] A. Harry Passow (ed.), Education in Depressed Areas. New York: Bureau of Publications, Teachers College, Columbia University, 1963, p. 1.

[30] Chandler, Stiles, and Kitsuse, op. cit., p. 5.

Adding to the "numbers problem" facing the large city school systems is the present patchwork of population settings to be found within the larger city system. There is a steady exodus of millions of Americans from the inner city areas to suburban surroundings, plus the moves of thousands of "outstate" residents to the fringes of the urban setting. These movements, coupled with the massive in-migration of millions of culturally and economically disadvantaged to the vacated core areas, have resulted in a stratification of population. As cited earlier, Sexton has cogently described the pattern of residential areas as they have developed in the city, noting that people of similar incomes tend to be clustered together. With increasing incomes, the residents move further away from the center of the city, causing the city to develop in concentric circles.[32] The resultant stratification of population, in conjunction with the establishment of boundaries for school attendance areas (which are in keeping with population patterns), has fostered public schools which serve but one economic and cultural sector of the population.

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[31] Ibid.

[32] Patricia Cayo Sexton, op. cit., p. 4.

Enhancing the growth of public schools which serve but one segment of the population, and which are based on a socioeconomic "grouping" of pupils, is the fact that race and socioeconomic level seem to go hand-in-hand, especially for pupil populations found in the inner-city schools. In addition to the economic aspects of residential areas, large city population concentrations have been shaped by segregation and zoning, de facto and de jure.[33] Typically, the population make-up of the central city residential areas is predominantly Negro, with a small number of low-income whites who are in-migrants from rural areas.

In the "culture of poverty" which is found in the depressed inner city areas there are to be found unique social, cultural, and psychological "cultures" with which and against which the public schools must work. Sociologists and psychologists have identified strengths and limitations that youngsters from depressed or "deprived" backgrounds bring with them to the school situation.[34] Riessman, for example, has devoted a book to a discussion of the "psychology of the underprivileged."[35] In his perceptive analyses of the characteristics of the deprived, Riessman identifies both positive and negative traits, noting that educators must recognize and build on the "positives" of disadvantaged children. Characteristically, the disadvantaged youth are relatively slow in performing intellectual tasks; they are "physical learners"; they are less verbal but are more empathetic than other youth; they value education but dislike school; they are vocationally oriented rather than intellectually oriented; they are extremely loyal to family and to peers; they are more cooperative than competitive; they are not bound by self-blame or over-concern with what others think. Some "negatives" or limitations of the disadvantaged with which the educator must deal include a lack of school know-how; some anti-intellectualism; limited experience with formal language; poor auditory attention; poor time perspective; inefficient test-taking skills; and limited reading ability.[36]

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[33] John H. Fischer, "The Big-City School--Problems and Prospects: Desegregating City Schools," The PTA Magazine, Volume 59, Number 4 (December, 1964), 10-13.

[34] See, for example, Passow, Education in Depressed Areas, op. cit.

[35] Riessman, The Culturally Deprived Child, op. cit.

In addition to the physical, cultural, and psychological differences just mentioned, there are the social factors which play on the make-up and motivations of inner-city youth. First, the limited social and cultural backgrounds of these youngsters become apparent when they are confronted with curricular experiences built on the needs, interests, and experiences of middle class youth. There is also the limitation that youngsters from lower socioeconomic levels experience as members of an "out-group" in terms of social acceptability, if for no other reason than lack of economic means. Such studies as those of Hollingshead,[37] Warner, Havighurst, and Loeb,[38] or more recently of Packard,[39] vividly portray the limitations or the advantages which accrue to youngsters by virtue of the socioeconomic level or the social group to which they belong.

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[36] Frank Riessman, "The Culturally Deprived Child: A New View," Programs for the Educationally Disadvantaged. Bulletin No. 17. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1963, pp. 3-10.

Another social determinant of the make-up of youngsters coming to the public schools is that of family background. In city settings this ranges from the situation now common among Negro families in depressed areas, in which the mother is the controlling influence in the family, to a contrasting situation in the "privileged" area of town where the family is highly indulgent, protective, and socially ambitious for its young.[40] Certainly, the impact upon the make-up and behavior of the young will vary with family influence, and the schools are the first to experience the concomitants of family background.

The psychological contrasts among youngsters from divergent socioeconomic environments are significant. For example, in the situation just described, in which the mother serves as two parents while working to support the family, youngsters face social situations with a very real deficit. Their adjustment problems transcend the normal problems of many adolescents.[41] Because the mother must work to support the family, because she is tired when she arrives home, and because there is no opportunity for adult interaction, there develops in the home a language deficit. The primary parent-child interactive exchange becomes the "do this," "don't do that," negative form of control over the child. In short, very little communication goes on in the home, and the child comes to school ill-prepared for cognitive and/or communicative experiences.[42] The youngster from a privileged socioeconomic setting has no problem in accepting his position in life since it already has so many positive features that he can enjoy and build on. In contrast, the child from a depressed socioeconomic environment may not only hate his status in society, but he may also hate himself for being born into the environment.[43] The youngster from the depressed area may, and usually does, evidence more personality maladjustment than his counterpart from an advantaged background. While he may not be anxious about school and attendant problems, he may exhibit considerable anxiety about day-to-day living, about the inaccessibility of those things which are normally available to members of other social groups, or about the status level of his family. The youngster from the privileged socioeconomic area may have personality problems, but the chances are less likely. Any maladjustments which do arise, normally result from pressures by the peer group to compete, to succeed, and to achieve prominence.

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[37] August B. Hollingshead, Elmtown's Youth. New York: John Wiley, 1949.

[38] W. Lloyd Warner, R. J. Havighurst, N. B. Loeb, Who Shall Be Educated? New York: Harper and Brothers, 1944.

[39] Vance Packard, The Status Seekers. New York: David McKay, Inc., 1959.

[40] James Bryant Conant, op. cit., pp. 23-27.

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[41] David P. Ausubel and Pearl Ausubel, "Ego Development Among Segregated Negro Children," Education in Depressed Areas. Edited by A. Harry Passow. New York: Teachers College, Columbia University, 1963, pp. 109-141.

[42] Robert D. Strom, The Tragic Migration: School Dropouts. Washington, D. C.: Department of Home Economics, National Education Association, 1964, p. 6.

[43] Ausubel and Ausubel, op. cit.

The student who comes from the depressed area may withdraw from any form of competition in which the results are to either win or lose, with no in-between. He also may approach many of his tasks from a defensive point of view, displaying a feeling of incompetence when faced with a new task. His counterpart from the privileged environment does not find competition threatening or anxiety-producing. In fact, he usually thrives upon competition, displaying a confidence in his ability to succeed.[44]

With regard to educational differences in youth from contrasting socioeconomic settings, several contrasts have already been mentioned directly or have been alluded to. For example, we know that the disadvantaged youngster comes to the school with a deficit in such "school needs" as attention span, verbal and reading competency, test-taking skills, interest in intellectual activities, and general school know-how.[45] In contrast, the pupil from a privileged environment comes to school with most of the above-listed skills plus the desire to succeed for the rewards of good grades, parental approval, and even for intrinsic satisfactions.

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[44] Ibid.

Several examples of educational contrasts are significant. Sexton, in her study of youth in a large city, showed an educational differential illustrated by the fact that youngsters from high-income areas were predominantly enrolled in college-preparatory courses. In contrast, youngsters from low-income areas were predominantly enrolled in a general course of study, which was a catch-all for those who did not fit elsewhere and who eventually become unskilled workers.[46] The various studies of school drop-outs indicate that the incidence of drop-outs per one hundred pupils enrolled in the areas of low income is significantly higher than in areas of high income. Also, the number of youngsters receiving one or more failing grades, per one hundred pupils enrolled, is significantly higher in areas of low income than in areas of affluence.[47] Perhaps the most tragic of the "educational contrasts" found between youngsters of our depressed socioeconomic areas and those coming from privileged socioeconomic settings is in educational motivation. When children from families of disadvantaged backgrounds do show intellectual promise, there is

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[45] Riessman, "The Culturally Deprived Child, A New View," op. cit., p. 9.

[46] Patricia Cayo Sexton, op. cit., pp. 175-180.

[47] William W. Wattenberg, The Adolescent Years. New York: Harcourt, Brace and Company, 1955, pp. 242-245.

little in the values of their friends or families to encourage them to make use of their talents. Of the top 16 per cent of our less-advantaged high school students--those scoring 120 and over in I.Q. tests--only half go on to college.[48] Quite simply, the children of the poor tend to lack the motivation to succeed academically. In contrast, children of the affluent segment of society come to school with the highest of expectations and academic-vocational plans for the future.[48]

In each of the categories elaborated on--educational, social, cultural, and psychological--sharp contrasts are found among the youngsters coming to the large city schools. No attempt has been made to cover all of the differences in youngsters, or their implications. Rather, a few contrasts were listed in each category to illustrate the nature and the extent of the differences city schools must work with in structuring and operating an educational program. The content of pupil populations with which city school systems must work is both large and diverse. Therefore, if the schools are to offer all youngsters served an education that will be best for each individual, then the education provided for one group cannot and will not serve the best interests of a contrasting group. It is in this sense, then, that the public schools of urban school systems find themselves faced with the prospect of operating junior and senior high schools with student populations of sharply contrasting needs, interests, and values. The individual school's dilemma is how to provide for the differences in youngsters while functioning within the requirements and controls of a central administrative structure, providing equal educational opportunities for all of its pupils.

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[48] Dwight Macdonald, _op. cit._, p. 21.

Some schools and school systems have indicated that they are attempting to come to grips with this problem. However, it seems that no one really knows the exact status and content of instructional programs in large city schools, especially when analyzed on the basis of contrasting student populations and the contrasting environments served. Sexton, as previously mentioned, indicated that in the one large city school system she studied a significant majority of the upper-income area youth were enrolled in college preparatory courses rather than in general or vocational courses. In contrast, she found the large majority of youngsters in low income area schools to be enrolled in the "general curriculum" which, in contrast to the college preparatory or the business-and-vocational curriculum, "is designed for those who do not seem to fit anywhere else."[49] Sexton does not, however, delve into her findings, nor does she explore the curricular offerings in terms of youngsters served.

Similarly, Conant speaks of the tracking practices in programs he found in some of the secondary schools he studied for his report, The American High School Today.[50] Although Conant avoids any declaration as to the worth of "tracks" in the curriculum--e.g., "college preparatory," "general," "vocational," or "commercial"--he does list several of the arguments for and against the practice. In his interesting, but often-conflicting assertions as to the values of "tracking," Conant does take note of the limited number of elective courses and activities open to a pupil once he is assigned to a "track."[51] In Slums and Suburbs, Conant briefly describes the few limited special programs found in several of the large city school systems. However, his descriptions are brief, the programs described are few, and his investigation describes and compares schools that are not within the same large city system.[52]

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[49] Patricia Cayo Sexton, op. cit., p. 175.

[50] James Bryant Conant, The American High School Today. A First Report to Interested Citizens. New York: McGraw-Hill Book Company, Inc., 1959.

Special programs for slum area schools have long been underway in several of the large cities of the country. For example, the Great Cities Gray Areas School Improvement Program, under the original sponsorship of the Ford Foundation, represents a cooperative venture in which each of fourteen large city school systems has made individual attacks upon school problems in slum areas. Results of research and successful programs are shared by the fourteen participating cities, so that other cities may benefit by the successes derived.[53] The "Higher Horizons" project in New York City represents an attempt to uncover and cultivate talents of slum area youth that are generally not recognized or developed in a typical school environment. Because of the success of the project, it has been broadened to include more schools and more slum area youngsters, and is working to enrich the experiential backgrounds and to develop the hidden talents possessed by deprived youth.[54] However, this project has not been an overall, every-school approach to the general upgrading of instructional programs nor to providing for the differences of youngsters in contrasting school settings.

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[51] Conant, Slums and Suburbs, op. cit., pp. 63-66.

[52] Ibid., pp. 60-62.

[53] Carl A. Marburger, "Considerations for Educational Planning," Education in Depressed Areas. Edited by A. Harry Passow. New York: Teachers College, Columbia University, 1963, pp. 298-321.

Finally, in reviewing published descriptions of research activities and programs in large city school systems, which are intended to provide for social-cultural differences in pupil populations served, little may be found. A review of "individual" or "different" programs reveals that there is little being done in the area of program revision or improvement; there is little diversity or originality in approaches to the provision of differing programs; there is much duplication of effort by cities; little focus has been given to actual revision of instructional programs; and, most attention has been on problems as seen in slum settings only, rather than on problems of program as viewed from contrasting settings.[55]

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[54] Jacob Landers, "The Higher Horizons Program in New York City," Programs for the Educationally Disadvantaged, op. cit., pp. 45-56.

[55] Educational Research Service, School Programs for the Disadvantaged. Circular No. 2. Published by the Research Division, American Association of School Administrators and the National Education Association, Washington, D. C., February, 1963.

Much has been written about poverty, about the social, cultural, economic, and educational deprivation of depressed area youth, about the debilitating effects of deprivation, about the symptoms and traits of social and cultural deprivation, and about rudimentary practices and programs which have been sponsored in an effort to overcome the evils of deprivation. Current literature abounds with articles describing our social ills, and with theses that something must be done to cure those ills. Numerous other essays and collections of essays deal with the philosophical and the theoretical considerations of social, cultural, and educational deprivation. Many articles have been published which describe individual efforts or cooperative programs designed to compensate for the debilitating effects of deprivation. However, there is disappointingly little published information about complete programs of instruction or about special provisions within regular programs as provided to meet the needs and interests of pupils from contrasting settings within school systems.

It would seem that we must first know what kinds of programs and activities are being conducted within the schools of large cities, before judgments can be made or suggestions can be given. As a step toward that knowledge this study set out to look at instructional programs as they were found in secondary schools located in contrasting socioeconomic settings within large city school systems. Hopefully, the information derived from the study will serve to fill the present gap in knowledge about contemporary secondary school programs.

Statement of the Problem

The general purpose of this study was tp develop a reliable source of specific information about current programs of instruction in junior high schools and senior high schools serving contrasting socioeconomic areas in selected Midwestern large cities. Information sought in the study fell into two dimensions: data about programs and data concerning the human aspect in secondary schools.

The program dimension represented the content of the larger program of instruction, the "what is" of the curriculum. Examples of the kinds of information sought include subjects and courses of study available, extra-curricular and co-curricular activities, instructional procedures and devices, school plant and physical facilities, patterns of organization for instruction, administration and services, the instructional personnel, and the make-up of student population in the school.

The human dimension dealt with the personal characteristics of instructional personnel which have an effect on instructional programs. Aspects which were considered in the process of data-gathering were the expressed attitudes, perceptions, and suggestions of teachers, guidance personnel, and school administrators as they relate to the school program.

In the process of describing the program and the human dimensions of instructional programs, three kinds of data were procured: objective data, which included information from principals' reports, course guides, handbooks or manuals, questionnaire responses, and the like; clinical data, as derived from the tape-recorded responses of school personnel to questions dealing with school programs, and as reflected in the responses of teachers to a printed inventory dealing with instructional perceptions; and subjective or analytical data, as collected by the researcher and recorded in a daily log.

Questions Posed

Within the general problem area a number of specific questions were posed. The questions served as a reference point for data-gathering activities, and provided guidelines for the construction of the printed Teacher Inventory and for the selection of interview questions. The ten comprehensive questions which were selected by the researcher have several sources. First, the questions asked have their origin in long-standing concerns about specific aspects of secondary school programs. They also represent the bases upon which various sets of evaluative criteria have been built for the appraisal of the effectiveness of instructional services of secondary schools. One source of reference in the selection of pertinent questions was the 1960 edition of the Evaluative Criteria, which lists significant dimensions and aspects of instructional programs.[56] Finally, the researcher selected questions which sought information about the five aspects of program dealt with in this study--school plant and setting, pupil population, curricular and extra-curricular program, organization and services, staff and administration. The questions should not be construed to represent all cogent concerns about school programs. Rather, they are representative problems which prompted the researcher to undertake the quest for information.

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[56] National Study of Secondary School Evaluation, Evaluative Criteria (3d ed.). Washington, D. C.: California Association of Secondary School Administrators, 1960.

Question 1. Are programs of instruction in secondary schools serving youngsters in depressed socioeconomic areas of large cities different from the programs found in secondary schools serving privileged socioeconomic areas of the same cities? Specifically:

a) Are the subjects offered in depressed area secondary schools different from those offered in privileged area secondary schools in such aspects as kind, number, emphasis, or sequence?

b) Are there any differences in enrollment patterns by subjects offered or courses of study between depressed area secondary schools and privileged area secondary schools within the same city school system?

c) Are there any differences in kinds and numbers of extra-curricular and co-curricular activities offered by depressed area schools when compared with privileged area secondary schools within the same city school system?

Question 2. Are there differences in the organization for instruction--length of school day, length and number of periods, grouping of pupils, provisions for study, etc.--when depressed area and privileged area secondary school programs within the same city system are compared?

Question 3. Are there differences in the school facilities and in the kinds and amounts of teaching aids and instructional materials when depressed area schools are compared with privileged area schools in the same large city school system?

Question 4. Are there differences in instructional procedures--such as team teaching, programmed instruction, televised instruction, projects or independent study--when the programs of large city depressed area secondary schools are compared with those of privileged area secondary schools in the same city school system?

Question 5. Are there any differences in the administrative and guidance activities and services, or in auxiliary services provided by schools serving depressed area youngsters when these aspects of program are compared with those provided by privileged area secondary schools in the same city school system?

Question 6. Are there differences in the perceptions, ideas, and approaches of local school administrators, guidance personnel, and teachers to working with youngsters in programs of depressed area secondary schools when compared with those found in privileged area schools in the same city school system?

Question 7. Are there differences in the make-up of the instructional staffs--in such dimensions as numbers, preparation, experience, tenure, age, and placement--when secondary schools serving depressed socioeconomic areas are compared with secondary schools serving privileged areas in the same large city system?

Question 8. Are there differences in the kinds and numbers of curricular and extra-curricular services offered by large city junior high schools when compared with the programs and activities of large city senior high schools, or are junior high school programs a downward extension of high school programs?

Question 9. Are there differences in the programs, practices, and approaches to instruction when secondary schools in different cities and states are compared?

Question 10. Are the problems which are identified by the instructional, guidance, and administrative personnel of large city secondary schools as impingements on the instructional program similar or different when the schools in different city systems are compared?

Assumptions

For the purposes of this study, the following assumptions were made:

1. It was assumed that attendance areas and schools fitting the criteria for depressed area and privileged area schools did exist within each of the seven cooperating city school systems. It was also an assumption that the schools selected for participation in the study were accurately identified by the cooperating school officials.

2. It was assumed that the criteria given to the city school systems for selection of sample schools were valid indicators of depressed or privileged socioeconomic areas, and that the bulk of the students attending those schools represented the selected area in background, make-up, and motivation.

3. It was assumed that the youngsters attending the sample schools in a particular area had unique needs, interests, attitudes,

and values because of the socioeconomic and cultural nature of the local environment.

4. It was assumed that the subject schools in each of the two contrasting socioeconomic settings would have different problems and program concerns. Therefore, a further assumption was made that there would be local adjustments and emphases in program to compensate for unique concerns.

Definitions

In the conduct of this study, certain terms were used to refer to programs and practices in schools, to describe locations and settings, to distinguish between schools and programs, and to describe the conduct of the study. Some of the terms that were most often utilized are given below and are briefly defined.

A depressed area refers to that section of a city which is characterized by very poor socioeconomic conditions. In the area, which is usually situated in a mid-town or core area, there are generally high population concentrations, inadequate housing, large numbers of unemployed, a high rate of illiteracy, a high incidence of delinquency and crime, and a high rate of broken homes and one-parent families. Synonyms that may be used in place of depressed area include slum areas, gray areas, impoverished areas, disadvantaged areas, culturally deprived areas, and culturally disadvantaged areas.

A privileged area refers to a section in the city which is characterized by affluence and high socioeconomic conditions. The area will typically be located on the outer edges of the city, will be set in pleasant geographic surroundings, will have newer and more expensive housing than most city areas, will have lower population concentrations than other city areas, will have a high concentration of persons in the skilled, managerial, and professional occupations, and will have a low incidence of crime, illiteracy, or broken homes. Synonyms that may be used in place of privileged area include advantaged area, plush areas, fringe area, suburban area, culturally advantaged area, socially advantaged or economically advantaged area.

An attendance area will refer to the total residential area from which a particular school draws its pupil enrollment.

A large city, as used in this study, refers to a political or governmental subdivision which has a population of more than 250,000 persons, and which has heavy concentrations of commerce and industry. Terms which may be used as synonyms in the written report of this study include metropolitan area or urban center or central city.

The term secondary schools refers to schools in the study which serve early adolescent and adolescent youth in grades seven through twelve.

A senior high school, as used in this study, refers to a separate administrative unit of three or four years of schooling, serving pupils in grades ten through twelve or in grades nine through twelve.

A junior high school, as referred to in this study, represents a separate administrative unit serving grades seven and eight, or grades seven, eight, and nine.

The instructional program of secondary schools, as used in this study, includes all services and activities the school provides for the pupils and the community. This study of programs will give consideration to five dimensions of program: school plant and setting, pupil population, courses and activities, organization and services, and the administration and staff. Synonyms which may be used in place of instructional program include program of instruction and program.

The central administration refers to the central point from which all materials, services, and instructional policies for all city schools emanate.

The city school system, as used in this study, refers to the total city school district. In several cities in this study, the city school system has been subdivided into city districts or divisions for more efficient administration.

The two dimensions of school programs to be considered in this study include a program dimension, dealing with the "what is" of programs; and a human dimension, referring to the personal make-up, personal perceptions, and personal behaviors that affect school programs. Within these larger dimensions, several types of data will be used: Objective data secured from reports, guides, handbooks, and schedules; clinical data or information obtained through recorded interviews and through the responses of instructional personnel to printed questionnaires; and subjective or analytical data which has been obtained through personal visitation, observation, and recorded interpretations of the research investigator.

Limitations

In the conduct of this study several limitations were imposed.

1. The study was limited to seven selected cities which had populations of more than 250,000 persons and which were within a 500-mile radius of Columbus, Ohio, the base of research operations. Each of the seven cities was served by one large school system, which voluntarily agreed to cooperate in this study.

2. The study was limited to the participation of one junior high school and one senior high school from each of two contrasting socioeconomic areas within the cities, or four secondary schools from each of seven large cities, making a total sample of twenty-eight secondary schools.

3. The study was limited to those junior and senior high schools which were selected by the central school administration of each city to represent schools typical of those serving the two contrasting socioeconomic areas of the city. The study was also limited to schools with "comprehensive" secondary school programs, eliminating technical or vocational schools with select enrollments.

4. The kinds and amount of data collected was limited to that which was made available to the investigator by the participating schools and the central administration. Data sources were limited to school records and reports received by the researcher; to the responses of school personnel in tape-recorder interview sessions; to observations and recorded impressions of the investigator during school visits; and to data derived from teacher responses to a printed inventory of teacher attitudes, perceptions, and value judgments.

5. The assessment of the human dimension of school programs was limited to an analysis by the researcher of teacher responses to the uniform questions used in tape-recorded interviews, and to the researcher's analysis of the responses of teachers to the printed Teacher Inventory forms.

6. The assessment of the programmatic dimension of various school programs was limited to the analyses and interpretations made by the researcher from the materials and verbal descriptions of programs as collected during the visit to each school. In some cases in which the data requested from the participating schools was not made available to the researcher, subjective interpretations have of necessity been given to describe specific aspects of the program.

7. The treatment of data used in the study was limited to description and to simple comparisons. Generally, the data was considered in two categories--by socioeconomic area, and by the level of the secondary school, junior high school or senior high school.

CHAPTER III

PROCEDURE

Only a few isolated attempts have been made within the context of regular school programs to help disadvantaged youngsters overcome the inequalities that have tended to make them different. Nowhere is there a body of specific information that either describes the programs currently being offered impoverished youth or one which provides descriptive data about programs provided for youngsters in contrasting socioeconomic settings.

If we had information about schools serving contrasting socioeconomic settings, would we find the current programs of instruction reflecting and compensating for differences in youth? In an attempt to answer the question posed, the major objective of this study was to develop a source of specific information about instructional programs of junior and senior high schools in large city school systems.

Selection of Participating Districts and Schools

The focus of this research was on instructional programs in secondary schools within large city school systems which serve contrasting socioeconomic areas. Suburban area schools that operate outside of large city systems were not selected here for several reasons. First, Conant, in Slums and Suburbs, has already vividly described the sharp contrasts evident between the high income area suburban schools and the slum area schools within a large city school system.[57] Second, the larger amount of money available for school support in the suburbs, in addition to a smaller, more homogeneous pupil population, naturally offers the suburban district an advantage with regard to program innovation and improvement. Because of these advantages, the suburban schools often represent the "lighthouse" schools which, as Conant states, are "beacons lighting the way toward educational progress."[58] Finally, only schools within large city school systems were selected because this is where the largest number of pupils from metropolitan areas presently attend schools. This is also the area where sharp contrasts in setting and pupil population present most of our instructional problems. It is here, in the large city with its contrasting socioeconomic areas, with its changes in populace and economic make-up, and with its increasing number of special needs, that research activities must be directed for the improvement of existing conditions.

The decision was made to include seven large city school systems in the study of secondary school programs. This number, which represents an arbitrary figure, was suggested as an adequate sample, representative of most large city school situations. It was decided that the cities should be centers of large metropolitan areas, representing centers of industry and commerce which attract the kinds of persons found living in core areas and suburban areas of large cities. To assure a large city situation in which there would be "core areas" with attendant problems, as well as contrasting "privileged" residential and commercial areas, a minimum city population of 250,000 residents was established. No limit was set for the maximum central city population allowed. As a final limitation, it was decided that any cities selected must be located within a 500-mile range of Columbus, Ohio, the base of operations for the research project.

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[57] Conant, Slums and Suburbs, op. cit.

[58] Ibid., p. 82.

An invitation was extended by telephone and by follow-up correspondence to representatives of the central administration of the school systems in each of ten large cities, asking for voluntary participation in the research study. Seven of the qualified large city systems readily agreed to participate in the study, indicating that they shared the concern about adequacies and inadequacies of secondary school programs which operate in contrasting situations. Each of the participants expressed the hope that involvement in the study would give insights into local programs and offer an opportunity to look at the programs of other cities. Agreement was reached with each of the participants that individual cities and schools would not be identified in the descriptions of programs and activities. If the need were to arise for a comparison or ranking of programs and activities, fictitious names or titles would be applied, eliminating any chance for criticism or incrimination.

The central school administration of each participating school system was sent written instructions and a research prospectus, noting the procedures and activities which would ensue during the study. The participants were also sent a set of socioeconomic criteria which they were asked to use in the selection of two junior high schools and two senior high schools serving contrasting socioeconomic areas within the city system. It was requested that the schools selected be representative of general comprehensive junior or senior high schools serving the particular socioeconomic areas. The criteria, which were provided as characteristics and guidelines by which the central administration would select representative schools, were derived from the suggested descriptive characteristics of "privileged" and "depressed" socioeconomic urban areas as portrayed in the writings of Sexton, Harrington, Macdonald, Conant, Passow, and Riessman.[59] Six criteria were selected to provide general guidelines for school selections.

Guideline 1. Range of Family Incomes: Depressed Area.--An average family income was estimated to range from no real income to approximately $3500 for the majority of families in the area. Privileged Area.--Estimated annual family income for the majority of families would range from $7000 up.

Guideline 2. Form of Occupational Pursuit for head of family: Depressed Area.--Head of family will be unemployed, engaged in menial service work, or in an unskilled job. Privileged Area.--Head of family will be in skilled work, managerial position, or professional pursuit.

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[59] Sexton, Education and Income, op. cit.
Harrington, The Other America, op. cit.
Macdonald, Our Invisible Poor, op. cit.
Conant, Slums and Suburbs, op. cit.
Passow, Education in Depressed Areas, op. cit.
Riessman, The Culturally Deprived Child, op. cit.

Guideline 3. Location of School Attendance Area in relation to city boundaries: Depressed Area.--It will generally be located in a midtown or core city area, which is in a state of physical deterioration. Privileged Area.--It will be located in the outer, fringe areas of the city, in spacious well-kept residential settings, suburban in nature, yet within the city limits.

Guideline 4. Rate of Turn-Over in Student Population per one hundred enrolled: Depressed Area.--The rate of student transiency will be among the highest per one hundred enrolled for all schools of similar organizational structure. Privileged Area.--The rate of student transiency will be among the lowest for all schools of similar organizational make-up.

Guideline 5. Number of School Drop-Outs per one hundred pupils enrolled: Depressed Area.--The drop-out rate or proportion will be among the highest for all schools of similar organizational make-up. Privileged Area.--The drop-out rate or proportion will be among the lowest for all schools of similar organizational make-up.

Guideline 6. Reported Incidence of Crime per one hundred pupils enrolled: Depressed Area.--The incidence of delinquency and crime per one hundred pupils enrolled will be among the highest for attendance areas within the city system. Privileged Area.--The incidence of delinquency and crime will be among the lowest of all attendance areas within the city.

On the basis of utilizing the six listed guidelines, the central administration of each of the seven participating large city school systems was asked to identify four subject schools. The administration was asked to select a junior high school and a senior high school which were "typical" of city schools serving a "depressed area." In the same manner, the administration was asked to identify a junior high school and a senior high school which were "typical" of secondary schools serving a "privileged" attendance area. The cooperating city systems were encouraged to select only those schools that were general comprehensive secondary schools, and that would be willing to cooperate in the study. In these requests, the researcher hoped to avoid atypical settings which would provide biased or misleading information about school programs.[60]

Procedures in Data-Gathering

Following the identification and selection of representative junior and senior high schools to participate in the study of instructional programs, the writer contacted the principal of each of the cooperating schools. Each principal was sent a description of the research project and its objectives. In addition, participants were informed about procedures to be followed in the data-gathering process, and they were appraised of the types of data and incidental information sought. Finally, arrangements were made for dates on which the investigator would be allowed to spend time in participating schools. Dates were so arranged that the researcher was able to spend one full day in each of the four participant schools within each cooperating city system. Also, a fifth day was reserved for the collection of data that were not available while the researcher was in the individual schools. Some time was also reserved for a visit to the central administrative offices, in quest of additional or supplementary information.

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[60] One of the needs which became apparent in the task of selecting schools "representative" of a particular area or setting was the need for specific, valid criteria for the use of researchers outside the employ of the school district. It would seem both feasible and timely to devote some research to the definition and validation of a set of empirical criteria which would give a typology of schools. For the purposes of the present study, the researcher had to rely upon the accuracy and the honesty of the central office personnel who selected the schools which participated in this study. Also, the researcher had to assume that the volunteering schools were representative of schools serving the two socioeconomic settings described.

A week was spent in each of the seven cooperating large city school systems. All visits were conducted during the Autumn of 1964, beginning in late September and ending in mid-December. One day was spent in each of the 28 secondary schools studied (14 junior high schools and 14 senior high schools), and a day was given over to each central office visit and to terminal research activities in each city.

The typical procedures followed during the day's visitation in each school included six steps.

Step 1. The investigator made a tour of the approximate attendance area of the school to get some idea of the environmental setting of the school and to verify the appropriateness of the school as a representative of the particular socioeconomic setting.

Step 2. The investigator arranged to arrive at the school prior to the beginning of the school day so that he might observe pupil activities and behavior in an informal situation.

Step 3. The investigator met with the principal and other administrative or clerical personnel to outline the day's activities, and to acquaint them with the kinds and amount of information sought during his stay in the school. Also, at this time arrangements were usually made for scheduling the day's activities--data procural, interviews with staff, and classroom visitation.

Step 4. The investigator worked with the principal and clerical personnel in collecting records and reports that would provide descriptive data about the larger program of the school. Kinds of "substantive" data sought included subjects offered, courses of study, types of grouping, co-curricular and extra-curricular activities, kinds of services provided by the school, composition of the instructional and administrative staff, organization and pattern of operation, special facilities and equipment for instruction, characteristics of pupil population served, setting and school plant.

Step 5. The investigator toured the plant with the school principal or assistant principal to get an overview of the facilities, operation, and activities. Later in the day the investigator spent some time in short informal classroom visitation and observation. During a five to ten minute visit to each of a representative sample of academic and non-academic classes, the researcher kept a personal diary of observations. Notations were made concerning such data as type and size of class, instructional activities observed, pupil activities and behaviors, and general observer impressions. The visits and observations were included in the study with the intention of adding a subjective dimension to the report of instructional programs.

Step 6. The investigator interviewed the principal, the director of guidance services (or head counselor), and a group of teachers--in three separate settings--asking a uniform set of questions relevant to each group, and recording the responses by means of a tape recorder.

The interview with principals constituted the most comprehensive set of questions (see Appendix A) in that several objectives were sought through the questioning. First, some questions were aimed at gathering information not accessible in most records or reports. Second, several of the questions sought to elicit perceptions, attitudes, or values from the principal, regarding program, pupils, staff, and community. Finally, principals were asked to suggest ideas, activities, programs, and policies which might improve the value and relevance of the school program for the local setting. In the interest of gaining candid responses to questions posed, the investigator guaranteed anonymity for the respondents and also indicated to them that a transcript of the interview would be sent to them for their review and approval. The interviews with principals generally lasted from 45 minutes to an hour; several interviews ran for two hours duration or more.

Interviews with the guidance director--or with several counselors in smaller schools--were held in an individual setting and were tape-recorded. Counselors were encouraged to answer freely and frankly, and were informed that they would receive a transcript of the interview for review and editing. The investigator emphasized the fact that the interviews were intended as sources of information rather than bases for quotations. Questions asked of the counselor personnel sought to secure substantive data about the pupils attending the school and about the services provided for pupils by the guidance staff. Also, several questions were asked in which counselors were encouraged to offer personal insights and impressions relating to the program, practices, and the staff of the local school. The interview with the guidance representative generally lasted for 30 minutes or more (for questions asked, see Appendix B).

The interview with classroom teachers was held in a separate setting, utilizing a group interview technique. For this session the principal of the school was asked to select a sample of his "better teachers," who represented the various academic and non-academic areas of instruction. Usually the groups interviewed consisted of 10 per cent or more of the total teaching staff; in several schools, two separate groups were interviewed. In preparation for the interview, the participants were assured that their tape-recorded responses would be heard only by the researcher. The teachers were asked not to use names since anonymity was desired, and they were encouraged to answer all questions freely and frankly. The majority of the questions asked of the teacher groups were designed to elicit teacher perceptions of pupils, program, community, and staff. Several questions were aimed at identifying ideas or techniques the teachers were utilizing in an attempt to improve instruction and to better meet local problems or needs. In several parts of the interview the participants were encouraged to cite activities, facilities, or policies that might improve the program of the school. The group interviews with teachers usually lasted from 40 minutes to an hour (for questions asked, see Appendix C).

As an extra measure for the collection of data about the program and the human dimensions of school programs, a printed

Teacher Inventory, which the investigator and several colleagues designed, was left with the school principal for distribution to all members of the instructional staff (see Appendix E). All teachers were asked to complete and return to the principal the five-section check list. The printed inventory was intended to be used in such manner that anonymity for respondents would be maintained. Principals were asked by the investigator to seek only voluntary return of the instruments, in the hope that responses to items would not reflect negative reactions to coercion. Also, the respondents were asked to refrain from putting their names on the inventory forms.

Section 1 of the inventory, entitled 'Teacher Role," lists six roles or tasks generally performed by teachers. Respondents were asked to rank, in order of relevance to the total task of teaching, the roles as they are performed in the local school setting. This section of the inventory was included as a means of assessing teacher perceptions of roles required in specific settings. Section 2, labeled "Origins of Teacher Behavior," was included in the Teacher Inventory in an attempt to elicit teachers' perceptions of the bases for instructional behaviors. This section lists six general sources of behavior,which have been derived from literature dealing with instructional activities. Those responding to the section were asked to rank, from most important to least important, the six potential origins of instructional behavior. Section 3 lists six possible "Ways of Determining Goals" which are available to the teacher in planning classroom activities. These approaches range in degree of directness from a non-direct to a very direct approach to the setting of classroom goals. Teachers were asked to rank the six means to an end, beginning with the approach most important and finishing with the least important one. The researcher included this section as a means of identifying teacher approaches to classroom tasks and relationships in specific settings. Section 4 lists ten "Goals of Education" which society has at various times assigned to its public schools. Respondents were asked to rank the goals, from most important to least important, in order of their relevance or worth to the youth in their own school. This section was included in the inventory with the intent of identifying the goals that are considered most important or least important by teachers in contrasting school settings. Section 5, an adjective checklist, is composed of 48 adjectives that may be used to describe youngsters of junior high or senior high school age. Sixteen of the adjectives, listed alphabetically, are positive descriptive terms; sixteen are negative terms; and sixteen are descriptive terms of a neutral character. Respondents to the instrument were asked to check the sixteen terms that best described the students assigned to them. The researcher hoped to gain from the teacher responses to this section insight into the kinds of perceptions, positive or negative, held by teachers with regard to the pupils served.

As an auxiliary measure for gathering information about the programs of large city secondary schools, the investigator interviewed a representative of the city schools' central administrative staff. In each case, the person interviewed had a close association with the instructional programs of the city's secondary schools. The official was asked questions dealing with programs, procedures, and overall policies which affect the individual secondary schools in the system. Also, the interviewee was questioned about practices in selection of textbooks, in the selection of instructional materials, in the assignment of instructional personnel, in matters of school-community relations, and in the promoting of experimentation and innovation. The researcher included in this interview several questions designed to identify the similarities or differences in perceptions of instructional programs as held by central administrative personnel and administrators in the field. (For questions asked, see Appendix D.)

In an attempt to gain the necessary current and relevant information from all participating schools, the researcher employed follow-up letters, telephone calls, and personal contacts with school officials who had not submitted the requested data. However, in all but a few instances, data were readily supplied, and the large number of schools and officials were very conscientious and cooperative.

Tabulation and Analysis of Data

Since the stated objective of the research study was "to develop a source of specific information about current programs of instruction in junior high schools and senior high schools in large cities," the tabulation and the reporting of data did not involve complicated statistical procedures. The information derived from the substantive materials--which constituted a major portion of the data presented--was put into tabular form or into paragraphs of a descriptive nature. In this dimension the data are presented simply and forthrightly for the reader's comparison and review. The human data, obtained from the transcriptions of recorded interviews with school principals, guidance counselors, teachers, and central office representatives have been added in simple narrative form. The latter data are used to fill in any gaps in information, and have been used to provide a personal dimension to the description of programs.

The researcher made systematic use of a personal log or diary, recording observations and impressions during the day, and devoting time at the end of each day to reviewing and recording events or impressions which later came to mind. Data gleaned from the personal diary was used to fill in gaps in information, to elaborate on data derived elsewhere, and to note seeming conflicts in data. Whenever the subjective information was used in the report, an acknowledgment was made by the writer.

In the tabulation and analysis of responses to the Teacher Inventory, a simple mathematical treatment was utilized to derive rank-order values. Teacher responses to the instrument were compared in an attempt to identify similarities and differences in staff perceptions within schools, among schools, and between schools. The socioeconomic setting and the type of school were generally used as bases for comparisons. Whenever there was an analysis of the meaning of responses to specific items in the teacher inventory, a subjective interpretation was necessarily given to the response. However, when this was the case, acknowledgment was made that the interpretation was not of empirical derivation.

In summary, the tabulation and the analysis of data used in this study was kept in the simplest possible form. This was done for several reasons. First, the vast amount of information and the diversity of data obtained required simple comparison for a consistency of interpretation. Also, very little of the information contained in the study lent itself to sophisticated statistical analysis. Finally, the writer attempted to keep the report of the study in a form that would be comprehensible and of interest to the majority of its readers.

CHAPTER IV

CITIES AND PARTICIPATING SCHOOLS

Cities Visited

A descriptive account of the setting, the make-up, and the life activities of any one of the seven cities included in this study might well be the basis for an intriguing "study in contrasts." Therefore, an investigation such as the present one, which aspires to survey some aspect of seven cities, has automatically compounded the breadth and scope of facets and factors to be considered.

Notwithstanding the contrasts to be found within each city and between cities, there are many similarities common to all. For the purposes of the present report, the writer has noted, wherever significant, the differences that impinge upon programs of instruction as they are studied. However, it is the express intent of this study to approach the description of instructional programs in large city secondary schools by emphasizing the likenesses in environmental setting, in physical and social make-up, in structural change, and in common problems and concerns.

To give the reader an acquaintance with the large setting in which the present study was conducted, a brief description of the cities in which the cooperating school systems were located follows.

In population and size, the cities included in the study ranged from a population of approximately 300,000 to more than 1,500,000, and from a land area of 54 square miles to a land area of 140 square miles. The density of population within the subject cities ranged from about 5,000 persons per square mile to over 12,000 residents per square mile, with density increasing with the larger population. With respect to the racial make-up of the cities, the non-white proportion of the total city population ranged from a low of about 9 per cent to a high of about 30 per cent, with the proportion generally increasing with the size of the cities. Finally, the cities represented in the study, when compared with the 50 largest cities in the United States, ranked from forty-fifth in size to fifth in size. Specific data about the subject cities is given in Table 1.

Table 1

Make-up of the Central Cities (1960)

City	Land Area	Population	U.S.Rank (by Pop.)	Pop./ Sq.Mile	Per cent of Pop. Non-white
Akron	54	290,351	45	5,387	13.1
Cincinnati	77	502,550	21	6,501	21.8
Cleveland	81	876,050	8	10,789	28.9
Columbus	89	471,316	28	5,296	16.6
Detroit	140	1,670,144	5	11,964	29.2
Milwaukee	91	741,324	11	8,137	8.9
St. Louis	61	750,026	10	12,296	28.8

Source: *Statistical Abstract of the United States*, 1964. 85th Annual Edition. Prepared under the direction of Edwin D. Goldfield, Chief of Statistical Reports Division, U. S. Department of Commerce, Bureau of the Census. Washington, D.C.: U.S. Government Printing Office.

The cities represented in the present study are located in four states in the North Central region of the United States. All of the cities in which the present study was conducted represent centers of trade and industry. As such, they have become the hubs of larger metropolitan areas around which the wheels of social, political, and economic life revolve. Evidence of the growth of the metropolitan areas, as well as the change in the central city populations, is seen in Table 2.

Table 2

Population Change: Central Cities and Standard Metropolitan Statistical Areas (1950-1960)

City	1950	1960	Per cent of Change	SMSA 1950	SMSA 1960	Per cent of Change
Akron	274,605	290,351	5.7	410,032	513,569	25.3
Cincinnati	503,998	502,550	- 0.3	904,402	1,071,624	18.5
Cleveland	914,808	876,050	- 4.2	1,465,511	1,796,595	22.6
Columbus	375,901	471,316	25.4	503,410	682,962	35.7
Detroit	1,849,568	1,670,144	- 9.7	3,016,197	3,762,360	24.7
Milwaukee	637,392	741,324	16.3	956,948	1,194,290	24.9
St. Louis	856,796	750,026	-12.5	1,719,288	2,060,103	19.8

Source: The World Almanac and book of facts. 1963. Edited by Harry Hansen. New York: New York World Telegram and The Sun, 1963, pp. 298-299 (+ personal computation of percentages)

As the reader will note in Table 2, four of the central cities included in the study lost population during the decade 1950 to 1960.

In contrast, all of the Standard Metropolitan Statistical Areas of the seven cities experienced a substantial population gain during the same period of time.

Adding to the problems created by gains or losses in population are the shifts in population occurring within the central cities and within the broader metropolitan areas. In each of the cities included in the present study, the mobility of population has created problems for the municipal authorities and for the school officials. For the city planners there are the problems of deterioration of neighborhoods; of obsolete facilities (parks, business areas, etc.); of drainage, sanitation, health, and safety; of the loss of financial bases; of the loss of leadership (civic and political); of comprehensive planning for the future; of complications of annexation; of zoning and land use controversies; of traffic circulation and expressway needs; and of the provision of water and utilities in new areas.[61]

The impact of inter-city and intra-city population shifts upon the schools has been tremendous. The general outward movement of the central city population, which has coincided with an increase in family incomes, has presented the large city school system with the problem of securing new sites, constructing new schools, and hiring new staffs for the schools. The continued exodus of the more affluent inner city population, with a corresponding influx of generally poor rural area in-migrants has deprived the central city schools of the leadership and stability so essential to good programs. As a result of the social and economic shifts in urban population, the large city school systems are finding themselves operating both middle class and lower class urban schools. These schools, resulting from socioeconomic segregation, defacto and dejur, present real problems in the selection and provision of adequate curricula and instructional staffs.

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[61] William W. Chase, op. cit., p. 14.

In contrast to the 1950-1960 population decrease in four of the seven cities involved in this study, the pupil population in the city schools continued to increase. For example, in one of the seven cities, there had been a decrease of approximately 4,000 residents per year during the 1950-1960 period. The city school district's Bureau of Child Accounting, though, reported in January 1964 that over the previous ten years the enrollment increases in its schools had averaged 3,618 annually, and that over the past two years the annual increase had been greater than 5,000 pupils.[62] Noting that the biggest enrollment increase had been in the senior high schools, the report indicated that the burgeoning high school enrollment required an additional 100 teachers and classrooms within a twelve-month period--no small cost to any system.

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[62] Bureau of Child Accounting, Cleveland City School District, Current Problems Facing the Cleveland Schools and Their Cost Factors. Prepared for the Cleveland Board of Education (February 13, 1964), p. 1.

The problems that each of the school systems of the seven cities included in this project have inherited by virtue of urban migration are well illustrated by the report of one system:

> As the destination of large numbers of in-migrants, Cleveland has had special problems. The great majority of these in-migrants come from areas offering limited educational opportunities. Once here, the transiency rate is very high. A study made two years ago showed migration rate for elementary schools on the near East Side of over 70%. Thirty-eight per cent of Cleveland elementary pupils changed schools during the course of one semester. Lack of opportunity plus transiency make necessary expensive "catch-up" programs in the schools.[63]

In brief, each of the seven cities that served as a site for this study has inherited the problems and challenges of urbanization. As a result, the city school system must serve a large number of schools in a variety of socioeconomic settings. For the advantaged residential and commercial setting, the district is expected to provide quality programs of instruction and a number and variety of extracurricular activities. In the depressed urban areas, the school system is challenged to provide an adequate instructional program, bolstered by remedial and enrichment activities designed to expand and maximize the opportunities of the disadvantaged youth.

School Systems and Schools

The school systems which were the focus of the present study, like the cities in which they function, represented contrasts and likenesses. For example, the number of pupils served by a particular city school system within the sample ranged from about 60,000 youngsters to approximately 400,000 youngsters.[64] The number of secondary schools to be found within the seven subject cities ranged in number from as few as 10 junior high schools in one city to 55 junior high schools in another; the number of senior high schools operating within the seven cities ran from 8 high schools in one city system to a high of 24 high schools in another city system.[65] When the number of elementary schools operated by each city system (a figure which may represent four times the number of junior and senior high schools) is added to the total number of secondary schools, it becomes apparent that the large city school system is a giant organization, conducting one of the largest enterprises within the metropolitan area.

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[63] *Ibid.*, p. 2.

Because of the enormity of the educational enterprise within each large city school system--in schools, enrollments, programs, and administrative activities--each of the systems cooperating in this study has made provision for separate direction and supervision of secondary school programs, as differentiated from elementary programs of instruction. In two of the participating systems, the larger city school system has been divided into smaller districts or divisions, which are under the administrative responsibility of an Assistant Superintendent or a Field Executive. In the administrative structure of the remaining city systems, the program is operated as one large school district with many elementary and secondary schools. However, supervisors or visiting principals, either generalists or subject matter specialists, are provided for the many city schools. In each of the city systems included in this study, there is a central administrative officer, an assistant or associate superintendent, who is directly responsible for curriculum and/or instructional programs for the city schools.

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[64] County and City Data Book: 1962. A Statistical Abstract Supplement. Prepared under the direction of Edwin D. Goldfield. Washington, D. C.: U. S. Department of Commerce, Bureau of the Census, p. 196.

[65] Educational Directories, Inc. Patterson's American Education, 1964-65, Volume LXI, 1964. Mt. Prospect, Illinois: Educational Directories, Inc.

(Note: In one of the city systems participating in the study, grades 7, 8 and 9 were absorbed in elementary or high schools as part of an 8-4 school organization.)

All of the participating school systems were within the region served by the North Central Association of Colleges and Secondary Schools, a regional accrediting association for 19 states. Each of the participating subject high schools was an accredited member of the association. Two of the high schools have been members since 1904, and the newest school in the study was admitted to membership in 1964.[66] The fact that all high schools that participated in this study were members of the same accrediting association, and that they had to meet the same minimum requirements, gives the study more relevance and more discriminating insights when comparisons are drawn. Also, since all of the participating junior high schools serve as "feeder schools" for the senior high schools, and since they too must meet minimum requirements with respect to the preparation of high school enrollees, comparisons will have more meaning.

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[66] The North Central Association Quarterly, Volume XXXIX, Number 1 (Summer, 1964), pp. 71-142.

The particular schools included in the study varied slightly in organizational make-up. For example, of the fourteen high schools participating in the study, seven were organized as three-year senior high schools, and seven operated as four-year high schools. Of the three-year high schools, two were located in a large plant that also housed three-year junior high schools (grades 7-9). However, for purposes of this study, only the senior high school organization (grades 10-12), its program and its staff, was considered in these two cases. With regard to the organizational make-up of the junior high schools included in this study, all but two of the junior highs offered a three-year program of studies (grades 7-9).[67]

The program offerings of all of the junior high schools and senior high schools would categorize them as general comprehensive schools. Because of this fact, each of the schools represented a "neighborhood school," serving a particular attendance area, and attended primarily by the children of local area residents. At least four of the cooperating city school systems advertised the existence of an "open enrollment" policy, in which parents who have just cause (e.g., wanting their child to take a subject which is not offered locally but which is available in another city school) may enroll their child in a school outside the attendance area in which they reside. However, in most cases, there is a "safety valve" provision which notes that a receiving school may restrict further outside enrollment when it can present a "certificate of overload."[68] In all of the seven participating large city systems, there existed one or more special schools (technical, vocational, or special college preparatory) which were open to attendance by qualified pupils, regardless of area of residence within the larger city system. However, in every case, the vast majority of the secondary pupil population was served by the "comprehensive" secondary schools located in residential attendance areas.

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[67] In the system with an 8-4 organizational structure, only grades 7 and 8 were included in the study of junior high instructional programs.

The typical setting and composition of the schools visited follows. With but two exceptions, the disadvantaged area junior high schools were located in inner-city areas, and were surrounded by run-down residential and industrial environs. The sites on which the schools were located were extremely small, with little or no play areas, and were generally bordered on all sides by much traveled city streets. In most instances, the total environment presented a littered and dilapidated appearance. Also, in every case except one, the school buildings were typically old, were physically run-down, and were generally inadequate for the program being offered. In the case of the advantaged area junior high schools, all except one school of the seven visited were located in clean, quiet residential areas away from busy streets and near the outer fringe of the city limits. All of the buildings, with one exception, were of newer construction than the inner-city schools, and most were located on sites that provided outside play areas. In every case, the school site and the surrounding community were clean and attractive, and all school facilities were in good repair. The same general descriptions would adequately describe the high schools visited in the contrasting socioeconomic settings. With but several exceptions, in which inner-city high schools were located on the fringe of the core area and in which several advantaged area high schools were no longer on the fringe of the city due to population expansion, the same descriptive criteria might well apply to the city high schools.

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[68] Cornelius L. Golightly, "De Facto Segregation in Milwaukee Schools," Learning Together: A Book on Integrated Education. Edited by Meyer Weinberg. Chicago: Integrated Education Associates, 1964, p. 73.

Pupil populations in the schools visited varied somewhat, but some generalizations would apply in this brief description. The size of the junior high schools in this study ranged from a low of 646 pupils to an enrollment of 1758 pupils in the largest school. Generally, however, the typical junior high school served about 1,000 pupils. The large city senior high schools in the study ranged in size from a low of 946 enrollment to a top enrollment of 2926 pupils. The typical student body fell within the range of 1500 to 2000 pupils. With respect to the make-up of student population, the inner-city schools typically were attended by youngsters of low to low-middle socioeconomic backgrounds. The privileged area schools typically enrolled youth of middle to upper-middle socioeconomic backgrounds. The racial content of the inner-city school enrollments was generally composed of from 40 per cent to 100 per cent Negro youngsters. The majority of the inner-city schools visited served a predominantly non-white population. In contrast, the racial make-up of pupil populations attending the privileged area schools in this study was typically 90 per cent to 100 per cent white.

The instructional and administrative staffs serving the 14 depressed area and the 14 privileged area schools varied in make-up and in personal and professional outlook. However, for the purpose of generalization, it may be said that the depressed area schools are generally staffed by younger teachers and counselors of less preparation. In contrast, the instructional, counseling, and administrative personnel of the privileged area schools are found to be older, to have more educational preparation, to be more experienced, and to be of longer tenure in the school. The racial make-up of the teaching staffs in all of the schools visited, with but six or seven exceptions, was predominantly white. In only three of the 28 schools visited were there Negro school principals. However, in the depressed area schools with white principals, there usually was a Negro assistant principal. Counselors in the privileged area schools were generally white. There were two exceptions in which at least one counselor was of Negro parentage. Approximately half of the counselors in the inner-city schools were Negro men and women. Finally, a generalization which would seem applicable at this point is that in almost every case, teachers, counselors, and administrators working in the depressed-area schools seemed to be pupil-oriented. In contrast, the larger staff

staff of the privileged area schools appeared to be chiefly oriented toward academic concerns.

In each of the large city systems visited, although the policy was not avowed, the general practice has been to start the new, inexperienced teachers in the less-attractive depressed area schools. Consequently, as soon as the new teacher has "proven himself" in the "tough setting," he comes to expect a "promotion" to a "rest area" in an attractive fringe area school. This, of course, has hindered stability in staff and program of the inner-city schools which urgently need upgrading. Also, in the large city systems visited, the hiring and assignment of new personnel is carried out by the central school administration. As a result, the local school administrator is often forced to accept personnel not of his own choice nor of the personal or professional make-up to fit the situation. It is with the depressed area school principal that this problem is most pressing. He must often make use of the "left-overs" from district recruitment and assignment. As a result, he finds himself with a staff not of his choosing, and often not of their choosing.

Although each of the city school systems had policies enhancing uniformity, it appeared that each school had much freedom to operate autonomously. However, because of the problems faced by the inner-city schools, and because of the success of the traditional activities in the privileged area schools, programs and practices of the schools were very similar. In every case in which teachers or administrators were asked why they did not do more experimentation, or why they did not change some aspect of the program, the usual reply was that there was not the time nor the money nor the space available for change. Others suggested that the number of routine tasks and problems prevented change, or that district administrative policies or curriculum requirements limited the amount of local experimentation that was possible. In short, the amount of instructional experimentation or innovation appeared to be limited in all schools, depressed area or privileged area.

These general descriptions, then, represent the similarities and differences found within the cities, the city school systems, and the 28 schools which served as subjects for the study. They are offered to acquaint the reader with the study's setting and to give him a basis for better perspective and insight as he delves into the descriptions of programs of instruction.

CHAPTER V

THE LARGE CITY JUNIOR HIGH SCHOOL

The present chapter represents the information gained from a comprehensive study of the instructional programs of fourteen large city junior high schools located in seven large city school systems. Seven of the junior highs represent schools situated in depressed socioeconomic areas of the cities; the other seven represent junior high schools located in privileged socioeconomic areas within the cities. The fourteen described schools present seven pairs of junior high schools from seven different large city public school systems, each pair consisting of a junior high school from a privileged area within the city and a junior high school from a depressed area located within the school district. In order to facilitate the presentation of information about schools, and in effort to make comparisons of programs explicit, the information dealing with each aspect of the total school program was presented under the separate headings of "Depressed Area Junior High Schools" and "Privileged Area Junior High Schools." Also, as a measure intended to allow for comparisons within and between school systems, schools were designated and referred to as School A, School B, School C, School D, School E, School F, and School G, with the Depressed Area School A representing the same city school system as Privileged Area School A. These headings and school designations have been used through the remainder of the report in order to provide for comprehensible analyses and comparisons.

Because of the number and the variety of facets, programs, activities, and impinging factors that go into the make-up of the total program of the modern secondary school, the larger program has been divided into five dimensions for descriptive and comparative purposes. These aspects of the junior high school program, in the order in which they were considered, consisted of the following dimensions: Plant and Setting, Pupil Population, School Program, Organization and Services, Administration and Staff. Each facet of the larger program was described separately, with a description of the specific aspect as it appeared in each of the seven depressed area junior high schools and in each of the seven privileged area junior high schools.

In the description of each aspect of the junior high program, the researcher utilized three kinds of data, as they applied to the particular dimension under consideration. The first type of data utilized was objective information--that is, data about "what is," as derived from printed materials, reports, and other primary sources of information. The second type of information used in the description of each dimension of program was clinical data--that is, data which was derived from interviews with school personnel or from responses to the printed inventory of teacher perceptions of program. A third type of data that was used to fill in the gaps in program description, to supplement, or to clarify specific information, was that of a personal or subjective nature. These data were obtained through the personal observations and interpretations of the researcher. This final source of information was largely derived from a daily log which was regularly maintained throughout the school visitation phase of the research project.

Finally, in the presentation of information about each aspect of the secondary school program as found in each of the fourteen schools in seven large city systems, introductory and summary comments were included whenever such observations were deemed essential to the descriptive account. No attempt was made at this juncture, however, to offer interpretations or implications deriving from the data presented.

The School, Plant, and Setting

> The school building is the school home for children. A classroom should be pleasant, attractive, comfortable, and effectively furnished for learning activities. It should be large enough to house pupils in accordance with reasonable standards.[69]

With this succinct statement a council of representatives from 22 units of the National Education Association set forth one of the considerations citizens must examine in assessing the quality of the local school program. In this section an effort has been made to describe not only the school building, but also its setting and the larger environs which impinge upon its existence and operation. The following descriptions of schools visited represent information and insights gained through a tour of the community settings, recorded observations by the researcher, school records and blueprints, and the explanations and observations of knowledgeable school personnel.

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[69] N.E.A., How Good Are Your Schools? A statement of principles deemed important for good schools (Washington, D. C.: National Education Association, 1958), p. 22.

Depressed Area Junior High Schools

In all but one of the seven junior high schools serving disadvantaged socioeconomic area youngsters, the school buildings were situated in depressed residential or residential-commercial settings. Usually representing the oldest residential areas of the cities, the neighborhood settings were composed of substandard dwellings which were occupied by members of racial or cultural minorities. Some of the local residents have lived in their present dwellings for a decade or more. However, a substantial proportion of the residents represent in-migrant groups from the rural South or transient persons who have left other areas of the metropolitan complex because of urban renewal or because of loss of jobs.

Generally speaking, the dwellings found in the depressed area neighborhoods are 50 to 60 years old, having been built around the turn of the century, and once representing the fashionable homes of upper middle class and upper class families. These homes are generally of brick or brownstone construction, with two-story or three-story design. They front on the major city streets and sidewalks, thus eliminating lawns or play areas for resident youngsters. Compounding the problems of the community, many of the two-story and three-story dwellings have been converted into multiple-family units, and are occupied by families with many children. Most of the residences, rented to transient families by absentee landlords, evidence signs of decay and disrepair. Also, in character with the disintegration of the older dwellings--or perhaps the cause of much of the decay--the surrounding neighborhoods portray social and economic impoverishment in its very essence. Dilapidated buildings, vacant lots strewn with trash, dirty streets and gutters, cracked and littered sidewalks, shabby roominghouses and small businesses, vacant or cluttered garages and warehouses--all are characteristic exemplars of the depressed area neighborhoods of large urban areas.

Typically, the buildings in which the disadvantaged area junior high schools were located reflected the age and the status of the local residential area. Most of the plants were constructed soon after the particular area was settled. Thus, the schools were only a little newer than the surrounding residences.

School A represented a junior high school in the "core area" of the city which is currently undergoing the pangs of urban renewal. Whereas School A was once bounded on all sides by two- and three-story residences and apartments, it is now bounded by residences on one side only. The other dwellings have been leveled and the land has been cleared for the construction of new low-rent housing. The remaining housing facilities, from which the pupil population comes, represent buildings which were constructed in the early 1900's. Most are in poor condition, and will probably be torn down and replaced as a result of urban renewal projects. At this time all of the residents are members of the Negro race.

School A's building was constructed in 1926. It is a large, three-story brick structure with some 40 rooms, serving a pupil population of nearly 900 youngsters. Although the school has seen many years of use, and has had no structural additions, it seemed to be in a good state of repair. The size of the site upon which the school was situated was limited by the nearby residences and city streets. As a result, the play area available to youngsters was limited to one black-topped area. However, a city park that is adjacent to the school now provides a ready area for playground activities. The principal of School A expressed concern about the park, indicating that it has proven to be more of a liability than an asset. It seems that the park, which is not under the control of the school, serves as a loitering area for out-of-school "undesirables" who lie in wait for youngsters attending the school. In addition to the park, a city social center is located nearby. This center has only benefited the adult community since most of its activities are held in the late afternoon and evenings--and parents don't wish to have their children on the streets or in the park area after dusk.

School B is a junior high school located in an old residential-commercial area of a manufacturing city. The school building, which covers almost the entire site, has no playground area and is bounded by one main street and two side streets. The building, constructed in 1910, is a four-story structure which has had several additions.

However, the total plant, with 52 rooms serving an enrollment of nearly 1200 youngsters, is badly in need of repair--in addition to being inadequate in gymnasium and playground facilities. The homes and the few small businesses in the area are generally old and in disrepair; however, the neighborhood has not yet become a true slum area. Rather, the district surrounding the school is now in a transitional period, and as such might be classed as a "gray area" of the city. More than half of the resident populace are Negroes; the remainder of the community are white residents chiefly from southern rural backgrounds. Most of the adult heads of households work as unskilled or semi-skilled laborers in local manufacturing concerns. There is some unemployment and there are a number of welfare recipients in the area.

School C is a junior high school situated in an all-Negro section of a large city--an area which would truly qualify as a residential "ghetto." The school, which is ringed by old, run-down frame and brick homes set in a rubbish-strewn environment, is bounded on four sides by city streets and has very little play area. The building, which was constructed in 1915, and which had one addition (gymnasium facilities) in 1922, is a three-story brick structure with 52 rooms serving more than 1500 pupils. Despite the age of the plant, it is evident that an effort has been made to keep the facilities in good repair, and the school building represents the fruits of concerted maintenance efforts. The environmental setting in which the school has to operate has created certain problems for the operation of the school. For example, the school building and grounds are locked at sunset (generally at around 5:00 p.m.) and are not re-opened until about 7:00 the next morning. This "lockup" is a necessary measure taken by the school to restrict the amount of vandalism committed by a few members of the community. Also, whenever after-school activities are held, they must be scheduled to end by sundown so that youngsters may reach their homes before darkness sets in. This measure has been taken by the school to protect its youngsters from an undue amount of assaults--a common phenomenon after dark.

School D represents the only "depressed area" school included in the sample of junior high schools which was not located in a "typical" depressed area and which did not have old, outdated site, plant, and facilities. The reason for this situation is that the school was built to serve a populace which was displaced from the core area of a large city by urban renewal activities. The resident population is composed of about 60 per cent Negro and 40 per cent whites from Southern rural backgrounds. Local residents are housed in several government-built low-rent housing projects which have been in existence for ten years or less, and which are located on the fringes of the inner-city area. A large proportion of the population have very low incomes ($3,000 or less per year) or are recipients of welfare payments. With the exception of a few older homes and apartments in the area, the environs have a well-kept appearance. School D, which was built in 1959, has a total of 43 classrooms which serve more than 1000 youngsters. The plant, which was designed to fit the surrounding hilly terrain, represents the "campus plan" in school construction, in which there are building units (e.g., science center, arts center, vocational center) set around a "commons building" which houses the cafeteria, auditorium, gymnasium, and the administrative and guidance office suites. The setting, in addition to its aesthetic beauty, provided sufficient outdoor activity area, with two large play areas. The school plant has excellent facilities for pre-vocational subjects (four shops--wood, metal, electric, and graphics), for homemaking activities (three suites--foods, clothing, multi-purpose), for music (a band room, choral room, storage rooms and practice rooms), for physical education activities (large gymnasium facilities with two outside play areas), for arts and crafts (two special classrooms), for science activities (two biology labs, four multi-purpose science classrooms, storage rooms and offices), for library activities (large central library with special conference, study areas), and for general class activities. The school buildings, as well as the larger setting, have been well cared for, and create an environment which, as the principal observed, "makes it hard not to learn."

School E represented the oldest and the least-equipped of all schools visited in the study. Constructed in 1894, and located in one of the oldest residential areas of a large city, School E is a three-story brick structure of 25 total rooms to serve 700 pupils. In addition to its extreme age and general disrepair, the building has no cafeteria, no gymnasium, no central library, and no auditorium.

Surrounded on all sides by city streets, old homes and apartments, the school has very little outside play area. This situation, coupled with the absence of a gymnasium, presents the school with real difficulties. Although the building is very old, and though it is in abject disrepair, the effort that has been devoted to keeping the building clean and operable is striking. The same concern has apparently carried over into the community, since the relative cleanliness of the neighborhood near the school stands in sharp contrast to the old, decaying residential and commercial buildings in adjacent areas.

School F, though serving a pupil population which comes from a disadvantaged socioeconomic background, is located on the fringes of the depressed area. The building and the site, which are bordered on three sides by city streets, are in good repair and have apparently been the subject of good maintenance and management. The building, which was constructed in 1908, contains a total of 34 classrooms, and serves more than 1000 pupils. Two additions have been made to the building since the original structure was completed, adding facilities for gymnasium and auditorium activities, and for additional classroom space. Because of its close proximity to busy city streets, and because of the limited size of its site, the school offers little area for outdoor activities. The community served by the school is of low-average income. Approximately 70 per cent of the population is Caucasian; the remainder are Negro residents. The neighborhood is composed of frame houses, with some multiple-unit dwellings. In the vicinity of the school, the streets and sidewalks are very clean. As one moves farther out from the school, however, the environment tends to become more cluttered. The large proportion of the family heads in the area are semi-skilled or unskilled laborers. A substantial portion of the family units are made up of only one parent. As a result, many of the children attending School F come from home environments in which Aid to Dependent Children and/or welfare payments are a common phenomenon. The principal of the school indicated that this factor had significant impact upon the program and activities the school offered.

School G represents the largest of the junior high schools visited in this study. Located in a rapidly changing neighborhood, this school has seen in the past ten years a population shift from white Gentile to white Jewish to Negro residents. The first Negro residents in the community were of middle class social and economic status. However, the most recent in-migrants are much poorer persons who have been displaced by downtown urban renewal activities. The homes in the area surrounding the school are substantial two- and three-story brick or frame construction houses. However, with the influx of lower economic class residents, many of the dwellings have been converted to multiple-unit dwellings, lowering the value and the repair of these properties. School G is situated on a large site and has some 30 acres of play area in back of the plant. The building itself, constructed in 1921, is a large brick Georgian-style structure with 63 classrooms which serve more than 1750 pupils. Although it is an older building, the plant has adequate facilities for most activities. For example, there are five shops, two gymnasia, four homemaking labs, three music rooms, three science labs and a large central library. Perhaps the most inadequate facility at present is the cafeteria, which can handle only 380 pupils at a time. The principal of School G indicated that for some years the building was allowed to slowly deteriorate, but that recently there had been a new interest evidenced toward the maintenance and improvement of the school. With the large pupil population handled by the school, and with the heavy influx of "displaced persons" from the downtown urban renewal areas, School G has become a "tough school," and has a uniformed policeman patrolling the surrounding area. Nearly 60 per cent of the youngsters attending this school come from one-parent families. A recent survey in the school revealed that at least 40 per cent of the youngsters going home after school would find no parent at home because of the employment of that parent. The principal of School G indicated that the school was too large to handle adequately because of its size and its large pupil enrollment. However, a tour of the building revealed that the plant and its many facilities were in good repair; also, the floors and yards were relatively free of litter. The community surrounding the school is in average repair, but a considerable amount of refuse and litter has begun to collect. In an effort to control the situation, the school is attempting to work in conjunction with community and civic agencies to build community interest and pride. At this time it is too early to determine the future of efforts to upgrade the community and the school setting.

TABLE 3

Schools and Settings: Depressed Area Junior High Schools

Schools	Setting	Constructed	Classrooms	Enrollment[a]
School A	Slum, Residential	1926	40	860
School B	Depressed Residential and Commercial	1910	52	1130
School C	Slum, Residential	1915	52	1500
School D[b]	Depressed Area Fringe	1959	43	1000
School E	Slum, Residential	1894	25	730
School F	Depressed Residential	1908[c]	34	1040
School G	Depressed Residential	1921	63	1750

[a] In round numbers.

[b] Built to serve ex-core area residents who were displaced by urban renewal into an outer-city area with low-rent federal housing.

[c] Two additions made to building, in 1929 and 1953. A general renovation was made on the building in 1953.

A summary statement about the plants and settings of the depressed area junior high schools would have to mention the generally depressed socioeconomic settings, the old age of the school plants, and the general decay that has come with age and use of the facilities. Also, in most instances, the sites of these schools were very small, allowing little room for either play area or expansion of facilities. Usually, the schools were situated along busy trafficked streets, in semi-industrial areas or in slum areas with a large number of multiple-unit dwellings. The surrounding community had little area for recreation and the general populace seemed to live on the streets that bordered the homes and the school.

A situation which appeared consistently in the schools, and which was striking to the investigator, was the generally good upkeep of the old school facilities. The exceptional maintenance has double impact when it is recognized that these old plants have little outside play area and must handle more pupil activities indoors. Also, the old age of the facilities would not seem conducive to care by the pupils, in contrast to the pride which goes with a new building and modern facilities. In short, the extent to which the old buildings and facilities have been utilized in offering a comprehensive school program is most impressive.

Privileged Area Junior High Schools

All seven of the privileged area junior high schools visited in this study were situated in middle or upper-middle socioeconomic areas of the participating cities. All but one of the seven schools were located in strictly residential areas which lay near the outskirts of the city, and which served the particular local residential development. The one exception to this description was a junior high school which for many years had been a "privileged" school but which is presently in the process of transition from that status to becoming an "average" junior high school. This school was once located on the outer fringes of the city, but is now almost as near to the center of the city as it is to outskirts.

A general description of the residential setting in which the privileged area junior high school is found would include the typical adjectival phrases applied to most suburban areas. First, the residential area will generally be located in the outermost parts of the city. Usually, too, the residential area will be composed of homes newer in design and construction, and will represent a cluster of dwellings which were built at the same time. The many houses will be similar in architecture and construction, with a typical rambling one or two-story design and with an expanse of lawn and back yard play area. In each residential area there will generally be a park and/or other recreational facilities. Also, a shopping center is likely to be found in the vicinity of the residential area. Finally, the observer soon notes that each of the "privileged" residential settings exudes a sense of comfort and propriety. These "desirable" areas of the city are characterized by neatness and by an atmosphere in which there is an awareness of the conveniences afforded by affluence.

The schools that serve the privileged residential areas are nearby, and generally reflect the sense of stability which comes from the surrounding homes. Usually the schools are located on sites which afford adequate space for play area and for decorative landscaping. The buildings are typically the same age or slightly newer than the homes the school serves. Unlike the older school plants found in the inner-city areas, the privileged area schools are typically one- or two-story construction, spread over a larger area of the school site. Adequate space for staff and visitor parking is a typical adjunct to the other facilities provided by the school. Finally, in addition to the gymnasium and other play facilities, most advantaged area junior high schools have a playing field for interschool competitive athletics.

Perhaps a description of School A will provide a working exemplar for details about other privileged area junior high schools. This school,which represents the newest, the largest, and the best equipped of the seven schools visited, was constructed in 1962 in a new residential area on the outer fringes of a large city. The homes surrounding the school are one- and two-story frame and brick homes in the $20,000 to $50,000 price range, and are similar in make-up and design. The neighborhood is clean and quiet, and still retains a look of newness. School A is situated on a site of about ten acres, and has minimum to adequate space for parking and for play area. The school is ringed on all sides by the residential area which has restricted traffic and business activities and which provides a quiet academic setting.

To serve its pupil population of just over 900 youngsters, School A has an attractive two-story, rambling building with 66 rooms available for various activities and services. In addition to 45 rooms which serve as general classrooms, School A has such special facilities as five science rooms with laboratory facilities; gymnasia for boys and girls plus two auxiliary gyms for corrective physical care; two large rooms for study halls, with seating capacity of 90 each; two music rooms, choral and band, plus practice rooms; three shops, one metal, one wood, and one wood-electric combination; three homemaking suites; an auditorium with seating capacity for the entire student body; a large cafeteria; several art rooms; two large teachers' lounges plus eight teachers' work rooms; a large central library plus an adjoining teachers' library; a "broadcast room" for student and staff intercom and radio broadcast use; and some fifteen other rooms for general administrative, guidance, and health services.

A tour of the plant at School A revealed a physical adequacy and an environment which should facilitate learning. Besides the abundance of equipment and facilities, extra rooms are available for use throughout the day. In brief, the cleanliness and the newness of the environment seemed to provide a positive atmosphere which was reflected in the activities and attitudes of pupils and staff.

School B is situated in a privileged area of the city which was once considered the best section of the city. However, in the past few years the status of the community has changed as the city has expanded to the west. For the most part, the area could be classed as an upper-middle socioeconomic setting having all of the characteristics of an advantaged area. School B is located on a site containing 14 acres of land which by the nature of surrounding facilities is protected from residential or commercial encroachment. Therefore, the school has an adequate playground, an athletic field, and a parking area, and has room for building expansion if the space is needed.

School B was constructed in 1953 as a two-level structure with 43 rooms available for school services and activities. In addition to an attractive exterior, the school has been functionally designed to place all noisy activity areas (e.g., shops, music, physical education) on the outer extremities of the school. In addition to 27 rooms which may be used as general purpose classrooms, School B has five science rooms; a large gymnasium; two music and three practice rooms; three shops--metal and wood; three homemaking rooms; a large cafeteria; a large auditorium; and offices for administrative, guidance, and instructional services. Since School B serves 1200 pupils, and since it offers study hall activities throughout the day, the cafeteria is utilized during all periods. In addition, the auditorium is used during four periods for study hall activities. Two other facilities which are available in School B are the central library, which is open during all periods and which seats around 60 pupils, and an arts and crafts shop.

At this time, School B has in its favor a stable population, as well as some expensive dwellings in the area. A large portion of the teaching staff lives in the area and school-home communication seems to be excellent. However, as was mentioned in an earlier statement, the area is gradually changing, and apparently will become an average middle class setting in a few years.

School C represents a junior high school serving an area which does not, to outward assessment, appear to be a "privileged" socioeconomic setting. However, the school does serve a substantial middle class area which is surrounded by homes and a few businesses located on the outer fringes of a large city. The local setting, with frame houses of one- or two-story construction, was once a fringe area residential development. Although it no longer is an upper-income area, the community still may be classed as a "privileged" area.

School C, which was constructed in 1953, received an addition in 1961. It now has a total of 47 rooms available for the instructional activities offered to more than 1000 youngsters. Of the facilities available, 34 rooms would qualify as general purpose classrooms, and 13 rooms serve special purposes. School C has two science labs; one gymnasium partitioned for boys and girls, two music rooms; four shops--metal, wood, basic mechanics, and graphic arts; two homemaking rooms; a large cafeteria; an auditorium which seats half the enrollment; a photography room; and a "radio room" for student announcements anf for school broadcasts. In addition to fourteen offices available to instructional personnel, to administrators and guidance persons, and to special service workers, School C has a P.T.A. social room, a student council room, a game room, and a smoking lounge for school staff.

The school plant, which is a long, rambling two-story structure, is situated on a site of approximately 10 acres. Although the area now available for playground and parking would seem sufficient, the opportunity for expansion is limited by homes completely circling the school. The school, like the community it serves, exudes a middle-class character. The building, its facilities and equipment, and the surrounding environs, are clean and attractive, suggesting a business-like determination to serve the needs of the local community.

School D is a truly suburban area junior high school although it is operated by the larger city school system. Located in a hilly suburban section of a large city and somewhat removed from the central city, the school serves a middle to upper-middle socioeconomic area. Many of the homes in the area are in the price range of $40,000 or more though a substantial number range in value from $25,000 to $40,000. With the rolling hills and natural surroundings and with its isolated setting, the environment around School D is very attractive.

School D was constructed in 1955 to serve a pupil population of 700 youngsters. However, the school is now handling an enrollment of over 800 pupils with the original number of classrooms. Of the total of 36 rooms available, 27 could be considered as general purpose classrooms. In addition to general classrooms, School D has a large gymnasium which is partitioned to provide gyms for boys and for girls. It has a music room; 3 shops--metal, wood, and graphic arts; two homemaking laboratories; a cafeteria; and an auditorium which seats 500 youngsters. Finally, some 12 other rooms are available for instructional,administrative, guidance, and special service activities.

Situated on a large, attractive site with approximately 15 acres, School D has the advantages of an isolated setting. Besides the space available for play area and for parking, the school has room for athletic events and for nature study activities. The staff and the community seem to be aware of the situational advantages accruing to the school and have attempted to exploit the advantageous environment.

School E is an attractive, older English-style structure serving a middle class to upper-middle class residential area near the edge of a large city and is adjacent to a large municipal park area. The homes in the area are typically large two-story brick structures, well kept and attractively landscaped, and it would seem that the school was designed to complement the homes. However, the school building was constructed in 1931, and many nearby homes are much newer. The actual plant is set on a site which is two square blocks in area, and is ringed by residences and by city streets. The building contains 26 large classrooms which serve a pupil population of just over 520 youngsters. With the exception of the cafeteria and the two gymnasia, all rooms are general classrooms. The girl's gymnasium serves as an auditorium in times of need for large group activities. For other instructional activities of a special nature (e.g., shop, homemaking, band) youngsters are sent to a nearby school which has facilities available for shared special training. Classroom libraries are the only library facilities available, and portable science kits are used by the science instructors. School E does not have all of the facilities available to a regular junior high school plant. However, its smaller size, the stability and support of the surrounding community, and the adjacent special school facilities have helped to compensate for its lack of facilities.

School F represents the junior high school which was the most atypical of the privileged area schools visited. Having been constructed in 1914 on the outskirts of a city to serve the children of a professional and managerial populace, School F is now nearly as close to the center of the city as it is to the city's fringe area. With the outward movement of the more affluent populace, and with the consequent influx of less-affluent residents, School F finds itself now serving a less select clientele. In addition, some 300 pupils are bussed in to the school from another residential setting of the city, changing the socioeconomic characteristics of populace served. In lieu of the gradual deterioration of the surrounding neighborhood, and with the influx of lower socioeconomic class families, School F will soon cease to be considered as a privileged area school.

School F is situated on a site which is several square blocks in size. The building which contains four levels (ground, first, second, and third floors) and some 40 total classrooms, serves a pupil population of over 1000 youngsters. In addition to the more than 30 general purpose classrooms, the plant has three science rooms; one business education room; two music rooms; three general purpose shops; two homemaking rooms; a cafeteria; an art room; and a central library. Two additions which were made to the original building in 1955 and 1956 provided two gymnasia for physical activities. These additions have proven to be an invaluable help because of the limited playground area available to the school.

Despite the age of the school plant, School F exudes a spirit of pride in building and program. The plant and facilities available to the student body seem to be in good repair, and very little litter is found in the building or on the outside grounds.

School G is located in a middle to upper-middle socioeconomic area of a large city situated at the edge of the city. The community is of unique composition in that three religious groups--Protestant, Catholic, and Jewish--are almost equally represented in the resident population. The school plant,which until this year served as an elementary school, is located on a site of two square blocks and is surrounded by city streets and residences. There is little room for expansion of the school plant and at the present time there is insufficient outside play area.

The original school building was constructed in 1925. However, with renovation and with a recent addition made in 1956, the school plant is quite modern. The larger plant includes 25 total rooms available for instructional activities, 13 of which may serve as general classrooms, and 12 which are available for special instructional activities. The special areas available to the students include two science rooms; two gymnasia; one music room; one multi-purpose shop, one homemaking suite; one cafeteria; and a small, well-equipped central library. Other rooms which make up the larger plant include offices and rooms for instructional, administrative, guidance, and special services personnel. It would appear that the plant and the site are too small and too limited for a good junior high school program. The building, originally an elementary school, might still serve adequately as an elementary school. However, in terms of facilities and size it is not typical of a regular junior high school plant. The plant is clean, pleasant, and comfortable.

Finally, the community in which School G is located is composed of one- and two-story frame houses, most falling in the price range of $15,000 and above. The populace, chiefly middle class residents engaged in skilled, managerial, and professional trades, is relatively stable. With the exception of the children of a few residents who send their offspring to private or parochial schools, most children attend the local area public schools. There is average to good community interest and support for the schools, and School G has been working to build school-home communication.

TABLE 4

Schools and Settings: Privileged Area Junior High Schools

Schools	Setting	Constructed	Classrooms	Enrollment[a]
School A	Suburban Area, Residential	1962	66	900
School B	Upper-Middle socec Residential	1953	43	1200
School C	Middle socec Residential and Commercial	1953[b]	47	1000
School D	Suburban Area, Residential	1955	36	800
School E	Upper-Middle socec Residential	1931	26	520
School F	Middle socec Residential	1914[c]	40	1000
School G	Middle to Upper-Middle Residential	1925[d]	25	650

[a] In round numbers. [b] Addition to building in 1961.

[c] Two additions--1955,1961. [c] Renovation and addition in 1956.

Several generalizations may be drawn regarding the plants, the settings, and the communities in which the privileged area junior high schools were found. First, in every case except one, the schools were located in the fringe areas of the cities served. Also, in every case except one, the schools visited were found in strictly residential areas, away from busy streets or businesses. In almost every instance the surrounding areas were clean and attractive, and had special recreational areas such as parks and playgrounds for youth and adult activities.

Most of the schools visited in the privileged settings were located on sites with enough area to provide for removal from busy streets, for landscaping, and for outside play area. Buildings housing four schools were modern, having been constructed in recent years. In the case of the three schools which were constructed during the earlier part of the 1900's, two have had additions and renovations in recent times. In the case of the other school, the original architecture, plus the excellent upkeep, have maintained a school plant which seems adequate at this time.

In general, the privileged area junior high schools are modern in design, facilities, and equipment. In almost every case the school plant reflects the care and the pride that local residents have for their own property and enterprises. Cleanliness and repair were evident in all schools, and in no instance was there evidence of misuse of the plant or facilities.

The Pupils

Central to any program of activities should be the persons the program was designed to serve. Therefore, one of the key aspects of instructional programs to be described is that of "Pupil Population." In the following description of pupils found in each of the fourteen junior high school settings visited, such aspects of the pupil populace as socioeconomic background, racial or cultural basis, demonstrated interests and aspirations, intellectual abilities and/or I.Q., social and/or vocational directions are considered.

Three kinds of data have been used to describe the pupils: Objective data which has been derived from records, reports, and other documentary sources; Clinical data as derived from interviews with administrators, counselors, and teachers, and from a printed inventory of teacher perceptions; and Subjective data as obtained through personal observations of the visiting research, and as recorded in a systematic diary of daily observations.

In many instances the researcher had to utilize only personal observations or verbal descriptions by others as data sources, since records are not available for some kinds of information. For example, with regard to the number of Negro youngsters in the school enrollment, most school systems consciously avoid identifying youngsters by racial make-up (because of social and political pressures to avoid segregation or discrimination). As a result, the researcher had to ask administrators or counselors for enrollment percentages (which were approximates), as well as conducting on-the-spot observational estimates of the local pupil make-up. The same situation often existed with regard to the composition of faculty and staff, yet most administrators seemed willing to give personal estimates which probably are close to the real figures.

In the following account of pupil populations, there is a school-by-school description of youngsters served. The description includes the individual and group characteristics seen and identified by school personnel as having special significance and implications for the local school and its program. The characteristics which are presented represent similarities and differences in pupil make-up. Some factors have been identified and described in each school situation; others are only mentioned for those schools where they were outstanding--or where they were especially relevant to the setting. Finally, some characteristics have not been included because the data was not available to the researcher, or because he was requested not to use it.

Depressed Area Junior High Schools

School A, which is situated in a core area undergoing urban renewal, is attended by some 860 youngsters, all but one of whom are Negro children. These youngsters come to the school with many of the problems typical of children reared in depressed socioeconomic urban ghetto areas. First, many are newcomers to the urban setting and to its social, economic, and political problems. Parental neglect is often the lot of the children in homes where both parents must work for a living. Or, as in the case of nearly 50 per cent of the youngsters attending School A, the home is a one-parent matriarchal family situation in which the mother is working or is on welfare, and in which she serves as both father and mother.

Another problem confronting the school is that of transciency of the population in the community. In their quest for jobs and/or better living conditions, a portion of the populace is constantly on the move. The counselor in School A estimated that for every 100 pupils enrolled in the school in September, perhaps 15 will have moved on by the time school dismisses for summer vacation. In addition, there is a drop-out problem. According to the school counselor interviewed, for every 100 youngsters enrolled, some 7 or 8 will drop out of school during an academic year--in spite of the fact that the state in which School A is located has compulsory attendance laws requiring school attendance until age 18 or high school graduation. Of those who complete the junior high program, approximately 85 percent enter high school (10th grade). Perhaps 85 per cent of the high school entrants will complete their high school program.

The pupils enrolled in School A come to the school with a number of educational handicaps. For example, the principal of the school cited the city testing service records which show that the average I.Q range of the youngsters falls at about 85. The director of guidance services cited another educational limitation--that is, that the youngsters "are somewhat apathetic toward education." Too many of the children come to school with the "jackpot syndrome," in which their aspirations are either imaginary or short-range in scope. For example, some pupils refuse to accept the idea that vocational success depends largely on educational training. Too many of the youngsters feel that they will get into some get-rich-quick trade such as professional sports and will make a good living without having to acquire the academic skills. Other youngsters see their parents and others receiving welfare checks without working for the money, and thus draw the conclusion that it is possible to "get by" without having to work. As a result of poor socioeconomic backgrounds, crowded homes, noisy settings, and generally adverse environmental circumstances, many of the youngsters attending School A evidence such weaknesses as a lack of social stability or a lack of the basic communication skills. The teachers interviewed in the school noted that the major interests of the youth reflect a narrowness of life scope, i.e., pupil interests seem to lie in five concerns--desire for personal recognition, wanting to attain a good life occupation, television, music, and sports events. With respect to what they perceived as significant needs of the youngsters in School A, the teachers suggested that "the opportunity to gain personal identity" and "the opportunity to experience success" were the two key needs.

In response to Section 5 of the printed Teacher Inventory (Appendix E), in which teachers were asked to select from the 48 listed adjectives the 16 which best described the youngsters attending their school, those who responded selected such adjectives as "unpredictable," "mischievous," "indifferent," "changeable," "disruptive," "active," "quarrelsome," "informal," and "antagonistic." (See Table 5) Although these and the other seven words selected most frequently by the staff are not extremely negative in content, they do reflect a general anti-learning atmosphere within the school setting. The researcher, in his visit to classes and co-curricular activities, saw evidence of many of the teacher-assigned traits and observed some faculty activities which were aimed at overcoming such restricting factors.

School B, located in a semi-commercial, semi-residential inner-city area, has an enrollment of 1130 pupils. Some 50 to 55 per cent of the youngsters are Negro; the remainder of the student population are mostly children of white parents who have migrated to the city from Southern rural areas of the nation. All of the pupils come from less-than-advantaged socioeconomic backgrounds with family status ranging from low economic class to lower-middle socioeconomic background. The median I.Q. level for the school's enrollment, as reported by the principal, is 92 to 93. According to the principal of the school and the director of guidance, there is a problem of transiency within the community, and some 6 to 8 pupils for every 100 enrolled in September will not be enrolled when the school lets out for summer vacation. Although the principal did not indicate that there were poor school-community relations, the teachers expressed a concern with the anti-social community attitudes as seen in the parents' and youngsters' behaviors.

Cited as needs of many youngsters attending School B were the need for better health training, the need for more cultural experiences, the need for pre-school social and educational involvements, the need for better motivation in academic concerns, and the need for more and better training in reading and the communication skills. These needs were expressed by all school personnel interviewed by the researcher.

The teachers in School B felt that the parents of the youngsters attending the school had little interest in what the school was doing for their children, other than a concern with the development of basic skills and proper behaviors. In contrast, the teachers indicated that the pupils' interests ranged from getting good grades, finding good companionship, gaining social prestige, getting away from home to a better life, to the possibility of attending college. Immediate concerns of pupils, cited by the principal and the director of guidance, were strong interests in music activities and in sports events. When questioned about the primary needs of most of the pupils attending School B, all of the school personnel interviewed indicated that the youngsters needed the opportunity for success and recognition, a better diet and health conditions, and a concentrated development in reading skills and abilities.

In an assessment of the academic futures of the youngsters now enrolled in School B, the director of guidance services estimated that nearly 90 per cent of those presently enrolled would enter the tenth grade. Many less will complete a high school program, and fewer still will even enroll in college. The guidance director had no records on dropouts and could give no figures for the phenomenon, but it would probably be safe to indicate that there exists at least a 5 per cent dropout rate.

The researcher found in his visits to class and extra-class situations that the pupils were an active, pleasant group of youngsters who exhibited all of the traits of early adolescent youth. In response to a printed checklist of adjectives which might be used to describe the pupils, the teachers of School B selected words such as "unpredictable," "mischievous," "quarrelsome," "indifferent," "disruptive," "active," "informal," and "antagonistic" to describe the pupil population. (See Table 5) It was the impression of the researcher, in the interviews with teachers, that these adjectives were carry-overs from the negative perceptions of pupils held by a substantial portion of the local adult community.

School C, set in the midst of an inner-city depressed area residential neighborhood, has an enrollment of over 1500 youngsters, all of whom are Negro. Most of the pupils come from homes of low socioeconomic status. In many of the homes there is but one parent, and aid to dependent children or welfare payments are quite common. These conditions were verified through the perceptions and comments of the school principal, the director of guidance, and the teachers, who were interviewed by the research director. The principal, for example, cited the problems faced by the school in developing an adequate program while being restricted by the poverty in community resources and personnel. In an attempt to improve the image of the school, the staff is faced with the task of overcoming poor school-home communication, a situation aggravated by the socioeconomic setting. The teachers and the director of guidance identified as the major needs of the pupils attending School C the need for better food and clothing; the need for improved personal habits, dress, and appearance; the need to set goals for themselves; the need for self-respect; the need for personal and social stability; and the need for personal understanding and patience by adults. With respect to staff perceptions of the major interests of the pupils served by the school, those responding felt that the pupils had three key interests: wanting to be recognized; striving for the better things of life; and seeking to survive in a hostile world.

Regarding the academic prospects of the pupils attending School C, the director of guidance indicated that "almost all" of the pupils would enter high school. However, in light of socioeconomic conditions, it is probable that a substantial number of the pupils will not enter high school. Transiency is a problem for School C, and the guidance director estimated that there is at least a 10 per cent turnover in pupil enrollments during the academic year. Finally, with regard to pupil dropouts, the director of guidance estimated that 10 to 20 of the 1500 pupils would drop out of school during the school year.

During the visit of the researcher to School C, he observed the pupils in classroom and extra-class activities and found them to be very active in social and extra-curricular pursuits. The untidy habits of a substantial portion of the youngsters, in addition to litter on the floors and the school grounds, would seem to indicate a carelessness by the pupils. The teachers of School C, by virtue of their response to the adjectival checklist in describing the youngsters served, used only two negative adjectives, "indifferent" and "lazy," to describe the pupils. They gave more weight to such descriptive words as "active," "mischievous," "changeable," and "curious"--words descriptive of most adolescents. (See Table 5)

School D, which serves a populace "transplanted" from the inner-city area to an urban-renewal outer area, has a pupil enrollment of over 1000. Of the total enrollment over one-half of the youngsters are Negro; the remainder of the pupils are second or third generation children of Southern Appalachian Migrant whites. The socioeconomic backgrounds of the youngsters attending School D represent a range of circumstances. Some 30 to 50 per cent of the pupils come from families which receive welfare or aid to dependent children payments. An additional 25 to 30 per cent of the youngsters come from households in which the annual income is $3,000 or less. The remainder of the pupils come from homes which have incomes of $3,000 or more, but which are still less than lower-middle class in socioeconomic status. A large majority of the pupils live in three nearby low-rent government housing projects which are multiple-unit dwellings in closely constructed units.

Many of the youngsters coming to School D suffer from deprivation in several forms. A number apparently do not have adequate diets or proper health care, as the school provides many free breakfasts and lunches, as well as rudimentary health services. According to the principal of the school, some 70 to 75 per cent of the pupils in School D are working below grade level, and nearly 50 per cent of the enrollment comes to the school with at least two years of academic retardation.

The interests and the needs of the youngsters, cited by the staff of School D, are consistent with the environmental setting. The director of guidance services indicated in an interview that the chief need of the youngsters served was to learn to get along with others, especially with family, peers, and teachers. The needs cited by the teachers interviewed included the need to get along with others plus the need to acquire social graces, middle class values and morals; the need to develop respect for one another; and the need for a father and/or mother image by the children from broken homes. With regard to perceived pupil interests, the instructional personnel of School D identified the major interests of the youngsters as physical and social survival, and as the need for attention and affection. All other interests, according to the teachers, took second place to these immediate, short-range concerns.

The academic prospects of the pupils in School D appear to be fair to average. For example, the director of guidance estimates that 95 per cent of the pupils will go on to high school; currently the school has an estimated 5 to 7 per cent dropout rate. Finally, it was estimated that there is a pupil transiency of some 5 per cent; this is quite a contrast to the past school year, however, when there was a turnover of some 20 to 30 per cent of the pupils during the year.

In the adjectival description of pupils, as determined by teacher responses to the printed checklist, the teachers in School D used mostly words of a positive nature to describe the youngsters enrolled.(See Table 5) With the exception of such words as "antagonistic," "disruptive," "lazy," and "rude," which received generally second-level assignment, youngsters were viewed by their teachers as "typical" young adolescents. As a support to the teacher perceptions, the comments of the administrative and guidance personnel--and the observations of the visiting researcher--seemed to verify that the student enrollment was "typical" in personal and social conduct.

School E, situated in the center of a large urban slum residential area, has an enrollment of 735 pupils, all of whom are Negro youngsters. The community is atypical of most slum areas in that the environment is relatively clean and free of the hubub of most slum area environments. This situation is due in part to a cooperative municipal-school-community campaign to keep the neighborhood in as good condition as possible.

Several apparent dividends have derived from the community-school improvement project. First, the attendance ratio of students in School E is one of the highest for all schools in the city (some 10 per cent higher than before the school-community improvement campaign). In addition, the principal of the school estimates that there is now less than 1 per cent dropout of youngsters from the upper grades in the school. Transiency of population is still a problem in School E and the community served, with approximately a 5 per cent turnover in pupil enrollments during a regular school year.

However, this figure is considerably less than the 10 to 20 per cent ratio formerly characteristic of the area.

The major interests of the pupils attending School E, as identified by the instructional staff in response to interview questions, seem to be interest in sports activities, arts and crafts, and in any creative activities (design, drama, etc.). When asked to identify the outstanding needs of the pupils attending School E, the instructional personnel pointed to two immediate needs: the need for personal recognition, and the need for adequate clothing and food. The school is attempting to play on the interests of the pupils in an effort to motivate them toward continued education and training. However, the major focus of the program at this time is upon providing for immediate needs.

In response to the adjective checklist used as a means of describing the pupils attending School E, the teachers selected only words of a positive nature to portray the youngsters. This list of descriptive terms, which did not include any negatively oriented words, was unique with School E, and perhaps deserves further consideration in another part of the report. (See Table 5)

School F, situated on the edge of a depressed residential area that borders on the commercial inner-city, has an enrollment of nearly 1050 youngsters. Of the enrollment, some 20 to 30 per cent are Negro youth; the other 70 to 80 per cent of the student body is composed of youngsters from upper-lower to lower-middle socioeconomic level white families. The principal of the school reports that many of the pupils come from homes with but one parent, in which the mother is receiving aid to dependent children, or in which welfare payments are received. Also, according to the principal and to the home visitor for the school, many of the homes--even those with two parents--represent unstable settings in which unemployment, drinking, and/or welfare payments have led to undesirable pupil attitudes. As a concomitant to this situation, School F has a substantial number of delinquents and court cases attending school at this time.

There is, in the community in which School F is located, a high rate of population transiency. According to the school counselors, during a regular school year there will be about a 20 per cent student turnover in enrollments. This factor, in conjunction with a lack of educational motivation from the home environment, has not promoted academic involvement by the pupils. The counselors estimate that perhaps 90 per cent of the graduates of School F will go on to high school; many of the high school enrollees, however, will not complete a high school program. Finally, although the records would indicate an annual dropout rate of about 2 per cent, the counselors for School F feel that there is in actuality a 5 to 10 per cent pupil dropout over the year which is shown on school records as absences or transfers.

When asked to identify pupils' interests and needs, the school counselors indicated that the two major needs were for stability in the home and for encouragement toward some type of vocational interests. The teachers interviewed felt that the two major needs of the youngsters were for affection and love, and for a feeling of self-worth. The teachers of School F identified as the major interest of the pupils out-of-school concerns such as television, music and dancing, courtship, money, and automobiles.

In their choice of adjectives to describe the pupils served by School F, the responding teachers selected a significant proportion of terms which might be classed as "positive" descriptions. The only "negative" words assigned to the pupils were "indifferent" and "lazy," the remainder represented words of a positive or of a neutral connotation. (See Table 5)

School G, located in an old but substantial neighborhood, has just undergone a period of transition in which it has changed in less than ten years' time from an all-white to an all-Negro school in enrollment. A number of the youngsters attending the school are children of middle-class parents who have moved to the community from lower socioeconomic areas within the city. However, a large number of the present populace represent "refugees from urban renewal" who have been placed in dwellings in the area by urban renewal authorities. These persons are examples of the instability that now characterizes the community and the school.

Of the 1750 youngsters enrolled in School G, nearly 60 per cent come from one-parent family situations (an estimate by the principal). More than 40 per cent of the homes have no telephones; therefore, the school has a problem with regard to follow-ups on absences. A recent study by the administration and guidance staff at School G showed that in only 60 per cent of the homes was there at least one parent home when the children came home from school; for the 40 per cent of the youngsters whose parents were not at home when school was dismissed, the children either had keys of their own or had to play on the streets or stay with neighbors until the parents returned home.

School G is set in a "tough" residential section of the city and has the problems presented by out-of-school delinquents who prowl the area and attempt to entice the school's pupils into unsavory activities. Because of its setting and as a result of past events, the school has a difficult job in attempting to build a good image among the adult and the youth populace.

When questioned about the interests and needs of the pupils served, the director of guidance felt that the two most current needs were for a better diet--especially at lunch and breakfast--and for a male image for the one-parent youngsters to identify with. The teachers' response to this question was that the major needs of the youth in School G were for skill in reading, and for a routine and for security in classroom and extra-class activities. With regard to the perceived interests of pupils in this school, the interviewed teachers felt that social activities, athletic events, and the general teen-age problems were the key concerns of the youngsters.

With respect to academic promise or academic success, the director of guidance services indicated that over 90 per cent of the graduates from School G would enroll in high school; of this number many would not complete a high school program. Transiency of population is an academic retardant in the local environment. During the current school year about 20 per cent of the student enrollment will move to another location and will be replaced by new in-migrants. Such large amounts of turnover prevent any stability or continuity of program for the transients, as well as upsetting the programs provided for the stable residents. Also, during a regular school year at least one or two per cent of the enrollment will drop out of school, never to return to any type of schooling.

In selecting adjectives to describe the pupils attending School G, the teachers responding identified at least six words with "negative" connotations. Among the negative terms selected were "antagonistic," "disruptive," "lazy," "quarrelsome," "rash," and "rude." The remaining selections represented positive or neutral terms which could be interpreted as terms of praise or condemnation. In any sense, the words assigned present the educator or the sociologist with an interesting study of environmental and personal interactions. The researcher, in his observational experiences, saw activities which demonstrated both positive and negative pupils traits. However, because of the large number of pupils, and because of the size of the larger school program, it would seem appropriate to accept the assessment of a staff which has been working with the students for a substantial period of time. (See Table 5)

To summarize the descriptions of the pupil populations served by junior high schools in depressed socioeconomic settings of large cities, the rank-order assignment of adjectives by each of the staffs of the seven schools visited has been put into tabular form (Table 5). In addition, using the numerical totals of the responses of all teachers in depressed area junior high schools, a mean response for teacher perceptions has been obtained. This rank-order listing provides insight into the perceptions teachers seem to have of youngsters in depressed area school settings. The most popular adjectives (ranked first through fourth in choice) seem to be descriptive of the make-up of any young adolescent; the "middle adjectives" (selections five through ten) tend to identify the "negative" aspects of the youngsters; and the "third choice" adjectives (twelve through sixteen) return to traits descriptive of any adolescent (Table 9).

A summary statement describing the pupils attending depressed area junior high schools in the cities visited would have to emphasize the social and economic deprivation which confronts these youngsters. Adverse home conditions such as one-parent families, inadequate physical facilities, poverty, and general transiency, make up the "other life" of many pupils attending these schools. These conditions, in turn, do little to foster academic motivation, and pupils in the slum schools are prone to absence from school, to non-participation while in school, or to physical or psychological dropout from school. With many of the youngsters from poverty-stricken backgrounds there is a general feeling of hopelessness which has carried over to general school life.

As it was noted in the foregoing description of pupil populations, a large portion of the student enrollments in the schools visited is racially composed of Negro youngsters. In each of the instances where there was a significant number of non-Negro youth in the school, the remainder were children of poorer in-migrant white families from rural backgrounds. All of the youngsters, white and Negro, seemed to share the handicaps--physical, psychological, social, and educational--which derive from the poverty associated with depressed areas.

TABLE 5

The Sixteen Adjectives Most Used by the Staffs of Depressed Area Junior High Schools to Describe the Pupils Served (Listed in Rank Order)[a]

	Schools							Mean of
Adjective	A	B	C	D	E	F	G	A - G
ACTIVE	5	10	2	3	1	3	3	2
AFFECTIONATE			9		3	7		15
AGILE					6			
AGREEABLE						11		
ANTAGONISTIC	9	9		12			9	12
AWARE			14		15			
AWKWARD	10							
CHANGEABLE	4	6	3	2		1	6	3
CIVIL					11			
CONSIDERATE					16			
COURTEOUS			15	16	16	14		
CREATIVE			16		7	15		
CURIOUS			4		2	10		14
DISRUPTIVE	6	5		6			2	7
EXPRESSIVE				13			14	
GREGARIOUS	16	15	13	8	12	16	11	13
HARMONIOUS					13			
IMITATIVE	15	12	5	7	8	8	16	9
IMPERCEPTIVE		16						
INDIFFERENT	3	3	8	10		4	8	5
INFORMAL	8		7	15		2	15	11
INTERESTED					5			
LAZY	12	7	12	14		6	12	8
LETHARGIC		11						
MISCHIEVOUS	1	1	1	1	4	5	1	1
OUTGOING	16				9	12		16
QUARRELSOME	7	4		4			5	6
RASH	14	16					13	
REALISTIC					14			
RUDE	13	8		11			7	10
SELF-CENTERED	11	14						
SINCERE			10		10	13		
SLOPPY		13		9				
UNPREDICTABLE	2	2	6	5		9	4	4
VIGOROUS			11				10	

[a] Derived from 197 qualified teacher responses to a printed Teacher Inventory.

TABLE 6

Characteristics of Pupil Population
Depressed Area Junior High Schools

Schools	Enrollment (approx.)	Racial Make-up[a] (% Non-white)	Transiency[a] (% turnover)	Dropout[a] (% pupils)
School A	860	99	15	7-8
School B	1130	50-55	6-8	5
School C	1500	100	10	1
School D	1000	50	5	5-7
School E	735	100	5	1
School F	1050	20-30	20	5-10
School G	1750	100	20	1-2

[a] Estimates made by counselors and/or school administrators.

The overriding impression gained by the researcher was the general need of depressed area youth for the physical necessities-- food, clothing, and shelter-- and for a stable home situation. Although the pupils shared many of the interests and concerns of all adolescent youth, depressed area youngsters have an especial need for stability. These youngsters need to be helped to identify with successful adults, and to build stronger positive concepts of self. In brief, the researcher was impressed with the general need of depressed area youth for success experiences in personal, social, and educational involvements. Observations of these youngsters interacting with the school environment would seem to indicate that the provision for success experiences is not being very adequately met at this time by the traditional school program.

Privileged Area Junior High Schools

School A, situated in an upper-middle class residential area on the fringes of a large city, has an enrollment of about 940 youngsters, only eight of which are non-white children. Almost all of the students come to the local school from substantial home backgrounds, carrying with them the values and attitudes typical of middle or upper-middle class people; that is, a familiarity with competition and achievement. An indication of the vital role the school plays in the lives of the local youngsters may be seen in the high attendance ratio held by the school--an average attendance of 95 to 96 per cent of the total enrollment.

The principal of School A classifies the youngsters attending the school as "topnotch," coming to the school from solid physical and psychological home situations. The teachers interviewed in School A agreed that the youngsters were positively oriented toward academic success; however, the same teachers felt that too many of the pupils came from unstable home environments, in which both parents worked to maintain a higher standard of living. The director of guidance seemed to substantiate this observation when he noted that the school had a definite segment of pupils who needed disciplinary action and training in self-control. The principal, who has served in various school situations, felt that the discipline problems were relatively few and minor in character. He felt that peer relations among the youngsters were excellent; in fact, it was the estimate of the principal that there might be one fight occuring during a two-week period--this in contrast to his prior school assignment, in which he dealt with as many as three or four scuffles per day.

An outstanding characteristic of the academic climate existing in School A and the surrounding community may be seen in the following statistics cited by the director of guidance services. First, as far as may be determined by the staff, School A has had no pupil dropouts durings its several years of operation. Second, 100 per cent of the student graduates enroll in high school programs. Last year only two of the entire graduating class of nearly 200 did not enter one of the regular high schools; these two enrolled in a local vocational high school. Finally, the student turnover, or transiency, in School A is almost negligible. The guidance director estimates that during the current year only 12 to 15 of the 940 youngsters enrolled will move out of the attendance area. The consequent stability, in addition to the strong ties with and support of the school by the community, present the school with advantages not held by city schools in contrasting socioeconomic settings.

When they were asked to identify the interests and needs of the youngsters attending School A, the teachers interviewed indicated that the key goals of the pupils were acquiring good grades, attaining status and success, having enough money and clothes, and eventually entering the better colleges. The same teachers suggested that the real needs of the pupils served were to learn self-control, to experience discipline and stability, and to become desirous of learning for the intrinsic rewards of learning rather than for the extrinsic rewards of grades and competition. The director of guidance, when questioned about the needs of the pupils attending School A, suggested that there was a need for improved reading skills in all youngsters, in addition to the remedial help needed by some. Also, the guidance director felt that there was a need for enrichment programs during the regular school year and during the summer, to provide for increased interests and skills for those youngsters who would eventually be enrolling in college programs.

With regard to a word picture of the youngsters attending School A, the teachers who responded to the printed adjective checklist employed such "positive" terms as "active," "agreeable," "aware," "courteous," "curious," "interested," "neat," and "sincere" to describe the students (See Table 7). Visits by the researcher to a number of curricular and extra-academic activities substantiated the perceived positive orientation of pupils toward all involvements in the school program.

School B, located in a substantial upper-middle class neighborhood, is undergoing a period of residential transition in which a less affluent portion of the city population is moving into the area as the wealthier residents move out to the suburbs. The change in population is reflected in pupil enrollment in School B. For example, several years ago the pupils enrolled were almost totally the offspring of upper-middle class white residents. Last year 80 of the 1100 pupils were Negro youngsters; this year there are over 170 Negro youngsters in the student body of 1200 pupils. In conjunction with the new racial and socioeconomic contrasts to be found in the community and the school, there is a significant academic difference in youngsters served. According to the principal of the school, the results of standardized tests show a median I.Q. of 110 to 111 for the resident white students. In contrast, the median I.Q. for the new in-migrant Negro pupil populace is about 92 to 93. These new pupils, plus those already attending school who have I.Q. ranges of from 90 to 100, have brought to the school the challenge of providing for remedial assistance--a challenge not recognized prior to the new immigration.

In their descriptions of the pupils served by School B, obtained in interview situations, the principal, the directors of guidance, and the teachers made the following observations. The principal described the pupils as "clean," "neat," and "socially stable," noting the predominance of "good middle class values." This situation, in addition to strong support and good working relationships with the community, offers the school many advantages not available to other city schools. The guidance personnel verified the advantaged situation under which the school operates. For example, during past school year, School B did not have one dropout; at the same time it graduated some 400 youngsters. According to the counselors, 100 per cent of the graduates from the school will enter high school programs. Finally, even though the community is undergoing a transition in population and is gaining a new residential faction, the out-migration has been negligible during the current school year. The counselors estimate that at this time there is approximately a one per cent transiency of pupils leaving the school for other attendance areas. Consequently, School B still has the stability essential to the development and conduct of adequate school programs.

The counselors and the teachers interviewed identified as major interests of the pupils academic achievement and good grades, plus placement on the honor roll. The teachers felt too that most of the pupils already had an intense interest in preparing for entrance into a good college. The counselors suggested that the remaining key interests of the pupils in School B were in sports activities and in all phases of social life. When asked to identify the real needs of the pupils, the counselors suggested that the youngsters needed a solid grounding in the academics, as well as motivation toward advanced programs of training. The teachers interviewed felt that most of the youngsters came to the school with a need for training in good moral values; for a feeling of personal adequacy, and a need to develop tolerance for uncertainty--all of which are concerns in modern society.

Finally, in the assignment of adjectives to describe the pupils served by School B, the bulk of the teachers responding to the checklist of descriptive terms portrayed the youngsters as "active," "interested," "curious," "neat," "outgoing," "creative," and "aware." These terms indicate the advantaged pupil populace with which School B is working (See Table 7). The impressions gained by the researcher during a period of time spent in the school substantiated the many positive traits which seem to typify the resident youngsters.

School C, located in a middle to upper-middle class residential and small business area of a large city, serves an enrollment of nearly 1040 pupils, all of whom are children of Caucasian families.

As members of an advantaged socioeconomic setting, the youngsters attending School C are generally well-dressed, are active in all concerns, and evince a positive attitude toward all academic and extra-curricular involvements. The principal of the school described the pupil population as "high ability pupils" (only 47 of the 1040 enrolled fall below 85 on the P.L.R. measure of academic ability). Also, as was pointed out by the principal, the school has three sections of "academically-talented" youngsters, representing the "cream of the crop" with respect to city-wide testing and grouping for academic abilities.

The favorable setting, as well as the wealth of human resources, has led the principal of School C to describe appointment to the staff as a "most favorable school assignment." The parents of the youngsters attending the school represent successful people who have a keen interest in the school and its programs. These interests and abilities, which have carried over to the pupils, do present the school with a real challenge to provide challenging experiences for its youth population.

Indicative of the strength and stability of the school program and setting are the figures given by the director of guidance for the school. Almost all of the ninth grade pupil promotions enter a regular high school program of instruction; the several who don't will probably enroll in technical or vocational training. Dropouts are not a problem with School C. The largest number of dropouts for the 1040 enrolled may reach two, and during some years there will be no dropouts. Finally, the community is fairly stable with regard to residential composition. During a regular school year there may be a five per cent turnover in pupil enrollments; however, the figure is usually smaller.

Identified as the major interests of the pupils served by School C were two concerns. The counselor interviewed felt that the primary concern of the youngsters was with preparation for college entrance. In contrast, the teachers interviewed indicated that the primary concern of the pupils was with obtaining enough money to have the "good things" (clothes, candy, luxuries) of life. When questioned about the needs of the pupils attending the school, the counselor pointed to the need for peer acceptance, and the need for better orientation and preparation for college entrance. The teachers questioned indicated that the real needs of the pupils were for more character-building experiences. Also, there is the need of many youngsters for help with emotional concerns brought on by the highly-competitive environment in which they are reared. A final need pointed to by the teachers was for programs and involvements which would better prepare the non-college-bound students for post-high school preparatory programs.

The visits of the researcher to classroom and extra-classroom settings tended to substantiate the perceived abundance of middle-class attitudes, values, and behaviors. Youngsters were generally well-dressed, well-behaved, and meticulous in all activities. The classroom and non-classroom environment portrayed a care and cleanliness typical of the middle-class populace. The responses of the teachers who returned the printed checklist of descriptive terms verified the perceived middle-class traits of youngsters. In their selection of the sixteen adjectives most descriptive of the pupils served, the teachers made use of predominantly-positive terms to identify the youngsters of School C (See Table 7).

School D, set in an outer-fringe, suburban area environment, serves a pupil population of over 800 youngsters. The pupils attending the school are the children of upper-middle class Caucasian parents from the professional and the managerial occupations, who have a high educational level and a strong interest in the school. With its select pupil populace, and with the strong parental interest in the schooling of the youngsters, School D has had good communication and cooperation with the community.

The pupils attending School D are generally well-dressed and well-behaved. In addition to their physical and psychological health, most of the youngsters have a good to strong intellectual capacity and come to the school with a motivation to succeed. In fact, one of the concerns expressed by several of the teachers interviewed was with the problem of finding ways to challenge many of the youngsters. Of the pupils enrolled in the program at School D, more than one-half are in a college-preparatory program. Of the remaining half of the pupils, three-fourths are enrolled in a "general" program of studies and one-fourth are participating in a "basic" program.

According to the counselors interviewed, nearly all of the ninth grade promotions will enter high school. The several youngsters who do not enroll in a regular high school program will probably enter a technical or vocational training program. Dropouts are not a problem with School D. Less than one per cent of the total enrollment will leave school during any academic year. Finally, the community served by School D is very stable in residential make-up. The counselors estimate that only one per cent or less of the total enroolment will leave for another area during the regular school year.

The teachers and the counselors interviewed were asked "What are the major needs of the pupils served by School D?" The counselors suggested that the primary need of the pupils was to achieve academic successes in the local environment. The teachers felt that the primary need was to somehow get the youngsters to work for the intrinsic rewards of education, rather than for the grades or competition derived. Interests of the pupils, as identified by the counselors and teachers, included interests in all sports activities, in music, hobbies, and social involvement in the many community and school activities.

The teachers of School D, in describing the pupils in a printed checklist of adjectives, portrayed the youngsters in terms of positive attributes such as "active," "aware," "interested," "expressive," and creative," making use of but one negative term, "self-centered" (Table 7). The perceptions of the researcher, gained in on-the-spot visits and observations, closely paralleled those of the instructional staff.

School E is set in a suburban residential area composed of many large, substantial homes, occupied by chiefly business and professional people. The area, which is a largely upper-middle class socioeconomic setting, sends to School E a substantial number of high-ability pupils. Because of the higher income level and the better educational backgrounds of the parents, there is exceptional community interest in the school. One teacher, in fact, expressed the opinion that in some instances parental respect was difficult to gain since many parents had more training, more wealth, and more social status than the school personnel.

The pupil enrollment in School E consists of more than 520 youngsters, the vast majority of whom are the children of Caucasian parents. Visits by the researcher to classroom and extra-class activities revealed an active and interested pupil populace. Conscientious note-taking was the rule rather than the exception, even in grades seven and eight. According to the principal, 100 per cent of the students will enter high school and a large portion of those will go on to college. Because of the stability of the residential population, there is less than a two per cent rate of transiency in the student enrollment. Finally, School E has had no problem of dropouts up to this time.

When the teachers and the principal were asked to identify the major interests of the local pupils, both agreed that social activities of all kinds play an important part in the lives of the early adolescent youngsters. In addition, the teachers interviewed indicated that the youngsters exhibited interest in any activity so long as it did not involve strictly book participation. The major needs of the pupils attending School E, as identified by the teachers and the principal, included the need of better study habits and the need for the best possible academic preparation in anticipation of high school and college programs.

In their selection of the 16 adjectives which best describe their pupils, the teachers at School E portrayed the youngsters as an active, interested group of persons with the positive characteristics desired in a teaching-learning situation (Table 7).

School F, located in the oldest of the residential settings served by privileged area junior high schools, had a pupil enrollment of some 1020 youngsters. The local attendance area, representative of the extremes in socioeconomic and educational levels, is generally considered as a middle-income residential area. However, the area is undergoing a period of transition, in which lower income groups are moving into the district as the more affluent residents move out to the suburbs. Some 300 youngsters are bussed into the school from another section of the city, providing a larger range of interests and abilities within the pupil population.

The program conducted by School F is largely college preparatory since many of the residents are college educated, and since the school is in close proximity to a large university. According to the counselors interviewed, 100 per cent of the ninth grade promotions go on to high school. Also, less than one per cent of the total student enrollment will drop out of school during the regular academic year. Finally, even though the local area is in a period of residential transition, most of the migration has been into the area. Many of those leaving the area do not have children or will wait until the summer to move. Therefore, to this point, the rate of student transiency has remained at about five per cent of the total pupil enrollment.

When questioned in an interview setting about the interests of the pupils served by School F, the teachers indicated that the major interests of the youngsters were in receiving recognition as an individual, and in gaining adequate skills and preparation for anticipated college entrance. In the matter of perceived needs of the pupil populace, the counselors cited two needs--a need for better study skills, and a need for better academic motivation. The teachers agreed in part with counselors' suggested needs of youth in that they also pointed to a need for better skills of study as well as developing the ability to "think" and to "reason." Finally, the teachers who were interviewed felt that the pupils needed training in personal and social adjustment to diverse and changing situations.

Although the pupil population served by School F probably represents the most diverse group served by any of the schools in this sample, the teachers selected the same adjectives utilized by other respondents in describing the youngsters served by the school. These terms (See Table 7) represent the typically positive words portraying early adolescents, such as "active," "interested," "curious," and "agreeable"--words used by the staffs of similar schools.

School G is located in a middle class residential area, set on the outer fringes of a large city, and serves a truly diverse populace. Of the 680 youngsters enrolled in the school, approximately one-third come from Caucasian Protestant home backgrounds, abount one-third come from Jewish homes, and approximately one-third come from Catholic homes. In addition, some 90 Negro youngsters from outside the attendance area of School G attend the school under the city's policy of "open enrollment." All of the youngsters served by the school represent pupils with strong academic interests and abilities, and the largely academic program caters to these students. According to the principal of School G, there is better-than-average school-home communication at this time. However, effort is being made to build stronger school-home cooperation and understanding.

When questioned about the stability of the pupil population, the counselor indicated that there was a student transiency rate of about five per cent. The number of dropouts for the school are negligible. In fact, during the past four years there has been less than one per cent dropout among the junior high school students attending School G. With regard to the number of youngsters who will go on to high school following promotion from the ninth grade, the counselor indicated that 100 per cent of the pupils will enter high school programs.

In response to the question about demonstrated interests of the pupils in School G, the teachers indicated that the youngsters had three major concerns: getting good grades, being able to enroll in a good college, and maintaining personal status among their peers. The major needs of the youngsters attending School G, as perceived by teachers and the counselor, included the following concerns. The counselor suggested that the youngsters had a need for academic achievement, as well as a need for participation in some non-academic activities. The teachers who were interviewed felt that the youngsters had need for self-understanding; that they wanted to be liked by their peers and teachers; and that they had need for involvement in character-building activities. When asked what problems the pupils presented which were of real concern to the instructional staff, the teachers agreed that the greatest problem was to provide assignments and in-class activities which were challenging to the academically-advantaged youth.

The adjectives utilized by the teacher respondents to describe the pupils served by the school represented 16 terms which portray a positively oriented student populace (See Table 7). Terms such as "active," "interested," "aware," and "creative" suggest a type of student who comes to the privileged area school ready to participate in whatever involvements the school has planned. This positive motivation was made apparent to the researcher as he visited the academic and extra-academic activities in the school.

TABLE 7

The Sixteen Adjectives Most Used by the Staffs of Privileged Area Junior High Schools to Describe the Pupils Served (Listed in Rank Order)[a]

Adjective	Schools A	B	C	D	E	F	G	Mean for P.A.Jr.H.S. Teachers
ACTIVE	1	1	1	1	2	1	1	1
AGREEABLE	8	8	3		7	3	16	5
ANIMATED							14	
AWARE	10	6	8	7	10	8	5	7
CHANGEABLE	3	11	10	12		13	7	10
CIVIL	16			15	14		12	
CONSIDERATE	12		14		13	11	11	15
COURTEOUS	7	10	6	10	3	5	4	4
CREATIVE		7	16	5	5		8	13
CURIOUS	6	3	5	3	6	4	9	3
EXPRESSIVE	14	9		2	11	7	10	11
GREGARIOUS		15	7	13			3	14
HARMONIOUS					9		16	
IMITATIVE	9		11	11	12	10		12
INFORMAL	11		12	16			15	
INTENT								
INTERESTED	2	2	2	6	1	2	2	2
MISCHIEVOUS		14						
NEAT	4	4	13	8	8	12	6	6
OUTGOING	15	5	9	4	15	9	13	9
QUICK		16						
REALISTIC	16					16		
SELF-CENTERED				16				
SINCERE	5	12	4	14	4	6	16	8
UNPREDICTABLE						15		
VIGOROUS	13	13	15	9	16	14		16

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[a] Derived from 180 qualified teacher responses to a printed Teacher Inventory.

TABLE 8

Characteristics of Pupil Population
Privileged Area Junior High Schools

Schools	Enrollment (approx.)	Racial Make-up[a] (Per cent White)	Transiency[a] (% turnover)	Dropout[a] (% pupils)
School A	940	99	1	0
School B	1200	86	1	0
School C	1040	100	5	0
School D	800	100	1	1
School E	520	99[b]	2	0
School F	1020	86[b]	5	1
School G	680	87	5	1

[a] Estimates by counselors and/or school administrators.

[b] Estimates by the researcher.

A review of the general characteristics of the pupils found in the subject privileged area junior high schools would reveal that the majority come from generally affluent, stable home backgrounds. With the advantaged background has come high motivation to participate and to succeed in the school situation. Most of the youngsters exude a positive self-concept, which is also perceived of the students by the teachers, the guidance personnel, and the school administration.

With regard to racial make-up, the preponderance of the pupils in the privileged area schools are Caucasian. In the case of the three schools with some non-white youngsters, the influx of non-whites has been very recent. In the case of one school the policy of "open enrollment" has changed the school from an all-white to a mixed school.

The overall impression gained by the researcher in observation of the pupils in privileged area schools was that the youngsters have been long-time recipients of success experiences, and that they expect these experiences to continue. Pupils displayed interest in many things, were eager to participate, and seemed to have an exceptional motivation to succeed--to the point of being highly competitive in classroom and extra-class activities.

As an extra insight into the characteristics of the pupils attending privileged area and depressed area junior high schools, the reader is encouraged to look at Table 9. Contained in the table are the 48 adjectives from the Teacher Inventory checklist, arranged in the rank order of their selection by teachers from one type of school, and numbered in order of their selection by teachers in contrasting school settings.

TABLE 9

Adjectival Description of Junior High School Pupils in Order of Selection by Teachers in Contrasting School Settings

Order of Selection: Depressed Area Jr.H.S.'s	ADJECTIVE	Order of Selection: Privileged Area Jr.H.S.'s
1	MISCHIEVOUS	18
2	ACTIVE	1
3	CHANGEABLE	10
4	UNPREDICTABLE	19
5	INDIFFERENT	31
6	QUARRELSOME	37
7	DISRUPTIVE	36
8	LAZY	32
9	IMITATIVE	12
10	RUDE	38
11	INFORMAL	17
12	ANTAGONISTIC	43
13	GREGARIOUS	14
14	CURIOUS	3
15	AFFECTIONATE	23
16	OUTGOING	9
17	VIGOROUS	16
18	RASH	40
19	SELF-CENTERED	26
20	EXPRESSIVE	11
21	SLOPPY	41
22	LETHARGIC	42
23	AWKWARD	34
24	ANIMATED	21
25	AGILE	33
26	IMPERCEPTIVE	45
27	SINCERE	8
28	COURTEOUS	4
29	CREATIVE	13
30	AGREEABLE	5
31	INTERESTED	2
32	AWARE	7
33	MALICIOUS	48
34	CIVIL	20
35	REALISTIC	25
36	NEAT	6
37	BUNGLING	47
38	CONSIDERATE	15
39	QUICK	22
40	SUPERFICIAL	39
41	DYNAMIC	29
42	FANCIFUL	44
43	DISCERNING	27
44	HUMBLE	46
45	HARMONIOUS	24
46	PATIENT	35
47	INTENT	30
48	IDEALISTIC	28

School Programs

The central concern of the present study is with programs of instruction offered by large city secondary schools for the attendant pupil clientele and for the larger community. In brief, what kinds of experiences and involvements are the schools providing and in what forms and methods are such activities being offered?

The focus of attention in this section will be on the total program offered by junior high schools set in contrasting large city environmental settings. What similarities and differences may be seen in the content and presentation of curricular and extra-curricular activities in different school settings? The descriptions provided in the following section, and the comparisons that are made, deal with such specifics as subject offerings in each school, with courses of study available to the students, and with all extra-class and non-class activities sponsored by the school. Also included in the descriptive account will be brief elaborations, wherever relevant, on any unusual devices or techniques which are used to improve or modify programs. Finally, wherever it is seen that schools are making use of new national curricular programs (e.g., P.S.S.C., S.M.S.G., B.S.C.S., Chem. Bond) on a regular or experimental basis, acknowledgment will be made.

Data used in the following account will include objective information as derived from reports, schedules, guides; clinical data as obtained from interviews with instructional, guidance, and administrative personnel; and, personal or subjective data which was obtained through the personal observations of the researcher who visited the participating secondary schools.

Depressed Area Junior High Schools

School A is a three-year junior high school offering a program of studies for youngsters in grades seven, eight, and nine. In keeping with the minimum standard offerings of the larger city system, School A provides a course of study which is almost completely restrictive for pupils in grade seven, which is slightly less restricted for eighth graders, and which is relatively open to elective offerings for pupils in grade nine. A look at the program of studies for pupils in grade seven (Table 10) reveals that all seventh graders are required to take eight of the listed subjects, with opportunity for only one elective subject, Spanish. The list of curricular offerings for eighth graders is slightly more permissive in that the students are required to take seven of the subjects listed, but are allowed to select elective activities from seven extra areas (Table 11). In the ninth grade, students are relatively free to select a program of study which is in keeping with their particular interests. The only required subjects at the ninth grade level are English, physical education, and one kind of mathematics (Table 12).

One modification which is common to the instructional program at all three grade levels in School A is the "Special C" version of curricular organization. Under this provision, pupils who cannot compete in a regular classroom situation are grouped and placed in special self-contained classes which operate with a "core-type" program. School A has established a reading instruction center with a full-time teacher in order to provide remedial reading help for pupils on all grade levels. This center has made possible the inclusion of another elective offering for students in the eighth and ninth grades, i.e., a class in reading improvement.

Aspects of the larger instructional program in School A which do not appear in the list of course offerings are worthy of mention at this time. For example, School A has made use of the televised science instruction which is broadcast by the city school system for eighth grade science classes. However, the local school personnel who are involved in the use of this media of instruction do not seem to be particularly happy with its place in the science program. School A has just incorporated the content and methodology of the new "modern mathematics" in all of its mathematics classes, as have all schools in the larger city school system.

In an interview situation with the principal of School A, the principal was asked to identify curricular problems, strengths and weaknesses in the larger program, and significant experiments going on within the program of instruction. First, the principal explained that the school experiences pressures from the community to offer subjects which are not currently available to the students (e.g., Latin), especially when the requested subjects are offered in other junior high schools within the city system. These subjects would be provided, according to the principal, if enough parents requested

TABLE 10

SCHOOL A

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
Language Arts (7B)[a]	X	
Language Arts (7A)[b]	X	
Social Studies (7B)	X	
Social Studies (7A)	X	
Mathematics (7B)	X	
Mathematics (7A)	X	
Industrial Arts (7B)	X (boys)	
Industrial Arts (7A)	X (boys)	
Home Economics (7B)	X (girls)	
Home Economics (7A)	X (girls)	
Music (7B)	X	
Music (7A)	X	
Physical Education (7B)	X	
Physical Education (7A)	X	
Health (7B)	X	
Art (7A)	X	
Spanish (7B)		X
Spanish (7A)		X
SUBJECT OFFERINGS: 10[c]	No Subjects REQ. 9	No Subjects ELECT. 1

[a] B denotes first semester of a course.

[b] A represents second semester of the course.

[c] Also available for Special Cases:
Special C, a self-contained, core-type program for remedial-level students.
Remedial Reading, an elective activity held during a portion of the Language Arts period for identifiable problem cases.

TABLE 11

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
Language Arts (8B)	X	
Language Arts (8A)	X	
Social Studies (8B)	X	
Social Studies (8A)	X	
Mathematics (8B)	X	
Mathematics (8A)	X	
Science (8B)	X	
Science (8A)	X	
Physical Education (8B)	X	
Physical Education (8A)	X	
Health (8A)	X	
Art (8B)	X	
Art (8B or 8A)		X
Home Economics (8B or 8A)		X
Industrial Arts (8B or 8A)		X
Music (8B or 8A)		X
Reading Improvement (8B or 8A)		X
Spanish		X
Remedial Reading		X
SUBJECT OFFERINGS:	No. of REQ. Subjects	No. of ELECTIVE Subjects
13[a]	7	7

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[a] Also available for special cases:

Special C, a self-contained, core-type program for remedial-level students.

TABLE 12

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
English I	X	
English II	X	
General Mathematics I	X	
or Algebra I		X
General Mathematics II	X	
or Algebra II		X
Physical Education I	X	
Physical Education II	X	
Art I		X
Art II		X
Band I		X
Band II		X
Citizenship I		X
Chorus I		X
Chorus II		X
Clothing I		X
Clothing II		X
Foods I		X
Foods II		X
General Science		X
Health I		X
Health II		X
Metal Work I		X
Spanish I		X
Spanish II		X
Woodwork I		X
Reading Improvement		X
SUBJECTS OFFERED:	Subjects REQ.	Subjects ELECT.
16[a]	3	13

[a] Special C program available for remedial cases.

them and if they were appropriate to the pupil clientele. One of the weaknesses of the program, as seen by the principal, is that too many city-wide subject offerings are not appropriate to the local situation. However, the local parents react with vehement opposition to the suggestion of a deletion of subjects, viewing such action as discriminatory procedure. As a matter of fact, School A (and others in similar situations) finds itself pressured to add certain "prestige subjects" to the curriculum, not because of need or relevance to the local pupils, but because of local pride.

The principal of School A pointed to several areas of strength within the program of instruction. In addition to the particular relevance and strength of local efforts in the areas of mathematics, citizenship, and in reading improvement, the principal cited two new cooperative programs in which the local school is a participant. In one, students from the state university come into the school during the afternoon and provide tutorial help for pupils who have experienced learning problems. The other program is one in which students from a local private university conduct an after-school study session in the school in an attempt to provide an atmosphere more conducive to study than would be a crowded, noisy home. Although School A does not conduct a summer school program or an evening adult education program, the city school system does provide such programs in other schools which are in the adjacent area.

School A provides at this time a somewhat limited program of extra-curricular activities. A look at the list of currently-operating programs in Table 13 reveals the narrow scope of activities

TABLE 13

SCHOOL A

Extra-Curricular and Co-Curricular Activities

Title or Kind of Activity	Available to	Number Involved[a]
School Newspaper	All Pupils	15
Photography Club	All Pupils	8
Projectionist Club	All Pupils	40
Stage Crew	All 8th & 9th	6
Service Club	All 8th & 9th	170
Incentive Program (experimental)	Select Pupils	27
Intramural Program	All Pupils	n.a.
Student Government	All Pupils	n.a.
Teen-Age Book Club	All Pupils	n.a.
NUMBER OF ACTIVITIES: 9		SCHOOL ENROLLMENT: 863

[a] Numbers given are estimates by the school principal (no records available to show actual number of participants).

n.a. = not available; no estimate forthcoming.

available to the pupils. When questioned about the factors which have limited the number and scope of extra-curricular activities, the principal listed several major restrictions. First, the success or failure of many activities lies with the availability and the interest of teacher sponsors. Second, the lack of financial means has greatly limited extra-class activities, as it has several classroom situations. The principal of School A cited the poor enrollments of boys in shop classes and the small enrollments of girls in sewing classes, noting that many youngsters could not pay the $3.00 fees charged for materials and tools. Finally, the transiency of the local pupil population has not allowed the stability which is necessary to the continuance of many pupil activities and organizations.

As a postscript to the discussion of extra-curricular involvements, the researcher recently received word that a program has been started in which tickets to social, athletic, and cultural activities have been provided to groups of students from School A as a measure toward acquainting pupils with the larger city environment.

This, then, represents the scope and content of the larger program of instruction for School A. The major portion of the curricular program is in fact a reflection of minimum standard city subject offerings. Courses are in keeping with the curriculum guides and the instructional handbooks issued by the central administration for the city schools. Policies on grading, homework, assignment of pupils, and student promotions are those set forth by the central office, varying little in interpretation or application to the local setting.

School B is a three year junior high school with a program of studies for students in grades seven, eight, and nine. In compliance with the minimum standard offerings set forth by the city school system, which has been careful to observe State minimum standards, School B has an inflexible program of studies for seventh graders, offering only one elective subject, Spanish (Table 14). The program of studies for eighth grade pupils is a little more flexible, allowing the students to take electives in the areas of music and foreign language, with two choices in each area (Table 15). The selection of subjects that is available to ninth graders stands in sharp contrast to the limited selection for the two preceding years. Only two subjects are required in the program of the ninth grader, and the student is free to select other subjects to fulfill two required units. With the exception of the two required subjects, Language Arts and Health-Physical Education, students may select freely from fifteen other course offerings (Table 16).

A closer look at the instructional program of School B reveals two current focuses of attention within the program, i.e., on efforts to improve the reading ability of pupils and on the development of the fundamental skills in the mathematics area. Teachers, counselors, and the principal of School B all identified in separate interview situations the primacy of good reading skills to the success of inner-city school pupils in all academic pursuits. Because of this unanimity of opinion School B has put much emphasis upon reading improvement activities in the several academic areas. The recent inclusion of the SMSG modern mathematics program and materials in the city school

TABLE 14

SCHOOL B

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
Language Arts	X	
Arithmetic	X	
Social Studies	X	
Science	X	
State History	X	
Home Economics (girls)	X	
Shop (boys)	X	
Art	X	
Music	X	
Health & Physical Education	X	
Spanish		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
11[a]	10	1

[a] Two ungraded sections of Special Education are also in operation within the larger program of studies.

TABLE 15

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
Arithmetic	X	
Language Arts	X	
American History	X	
Science	X	
Shop (boys)	X	
Home Economics (girls)	X	
Health & Physical Education	X	
Art	X	
Music	X	
Orchestra		X
Band		X
French		X
Spanish		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
13[a]	9	4

[a] Does not include two ungraded sections of special education, which are available to pupils requiring special aid.

TABLE 16

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
Language Arts	X	
Health & Physical Education	X	
Algebra		X
Mathematics		X
Civics		X
Industrial Arts		X
Home Economics		X
Orchestra		X
Latin		X
Spanish		X
French		X
Band		X
Chorus		X
Biology		X
Art		X
Science (General)		X
Printing (Graphics)		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
17[a]	2[b]	15

[a] Does not include two ungraded sections of Special Education.

[b] Two more units are required of all students; however, they may elect one the two math courses--algebra or math and they may elect either Civics or Biology.

system in which School B functions has done much to focus interest and efforts on mathematics in the junior high school.

Although School B does have remedial activities going on in the reading and mathematics areas, it does not have any enrichment activities or programs in operation other than an "honors" English group and several clubs which center around a subject area (Biology Club and Spanish Club). The school does not, in and of itself, conduct any programs for adult education activities; rather, a local university directs all adult education programs. At the time of this study, the school was not making use of televised instruction, programmed learning, team teaching, or any of the devices currently in use in some large city schools. In fact, one of the concerns expressed by teachers in the areas of English, Art, and Home Economics was with the lack of materials and devices for the improvement of instruction in their areas. Other school personnel cited the lack of funds, facilities, and textbooks, indicating that these "lacks" were a definite limit on the effectiveness and the potential of the larger program. One example of need was set forth by the principal--that is, the need for supplementary textbooks for the many pupils who are reading much below grade level and who are consequently "lost" in the regular classroom situation. Another "need" which was expressed by the principal of School B was the need to offer instruction to the pupils about the evils of tobacco and narcotics, the use of which has proved to be a special problem in depressed area settings.

Several experimental activities within the instructional program are worthy of mention. First, Language Arts is being offered with a double period to provide more time and continuity for pupils working in the area of language skills development. Also, the areas of industrial arts and home economics are experimenting with the use of double periods as a more effective method of fostering pupil project work. However, no conclusions have been reached at this time with regard to the good or bad of such scheduling.

A final observation about the activities and the operation of the instructional program in School B would seem pertinent. Even though the administration of the school and the teachers have "grouped" pupils for better instructional efforts, and to provide opportunity to work with groups of pupils with similar strengths or weaknesses, visits by the researcher to many classroom situations revealed a number of classrooms in which the instructional activities seemed geared to a higher level than that occupied by the pupils. In short, too much of teaching was the teaching of facts, events, and concepts which seemed to be above and beyond the conception and the interest of many pupils.

The listing of extra-curricular activities which have been sponsored by the school for the pupil populace may be seen on the next page (Table 17). High among the number of activities available to pupils are the athletic offerings. This phase of co-curricular pupil involvements represents the strongest aspect of the extra-curricular program in School B according to the principal, the guidance director, and the teachers. An indication of the popularity of sports and involvement in them may be seen in the turnout of boys last year for the basketball team; 125 boys came out for the initial

TABLE 17

SCHOOL B

Extra-Curricular Activities

Title or Kind of Activity	Available to	Number Involved[a]
Athletics:		
Soccer	All boys	45
Basketball	All boys	35
Wrestling	All boys	25
Track	All boys	70
Football skills	All boys	20
Intramural Games	All boys & girls	All
Cheer Leaders	All girls	12
Bible Club	All students	25
Journalism Club	All students	50
Red Cross	All students	70
Dramatics	All students	35
Y - Teens	All girls	25
Student Council	All students	45
Biology Club	9th graders	20
Booster Club	All students	25
Debate Club	All students	15
Junior Honor Society	All who qualify scholastically	35
Library Club	Library helpers	40
Spanish Club	Spanish students	30
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
19	1126	

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[a] Numbers given are estimates by the school principal.

practice session. According to the instructional personnel questioned, music represents the second strongest aspect of the extra-curricular program at School B. The boys' glee club and the girls' glee club represent the pride of the school, and are quite active in community functions. A final source of strength in the extra-curricular program, identified by the director of guidance, is the involvement promoted by student government activities. Not only have student government projects provided youngsters with the opportunity to develop and express leadership talents, but also the involvements have fostered improved citizenship in the school and in the larger community.

The principal of School B and the guidance director both expressed a desire for a greatly expanded program of extra-class activities, some of which could include members of the larger community. However, the lack of funds, facilities, and leadership have limited the development of a larger program. Even within the school, which has some funds and facilities, student-interest groups rise and fall because of the lack of pupil interest or because of the absence of teacher sponsorship, a prime basis of successful extra-class activities. In some way, schools such as School B will have to enlist the support of community groups in obtaining the funds, facilities, and the adult leadership necessary to an active extra-curricular program.

School C offers a three-year program of studies in which the first and second years' curricular activities are largely predetermined for the pupils, but in which the third year (9th grade) offers some pupil selectivity. Seventh grade students have but two elective activities, band and foreign language (Table 18); eighth graders may select as electives typing, language, and instrumental or vocal music (Table 19). Ninth graders, with only three specific subject requirements, must select at least three other offerings from nine options (Table 20).

Instructional personnel interviewed during the visit of the researcher to School C were asked to identify strengths and weaknesses in the larger school program. The principal of the school indicated that the programs in French, mathematics, and science were especially strong curricular offerings. He also identified the journalistic activities involved in production of the school newspaper as being fruitful--in both the intrinsic and extrinsic rewards derived. The guidance director suggested that a strong point in the school's program was the all-school programs it sponsored in the music and athletic areas, activities which develop in-school and intra-school personal relationships. The teachers in School C cited as strong points in the school program the inclusion of Negro history in social studies (to promote a positive image of the pupils' race and, consequently, of themselves), and the new reading program in the school. Also identified as strengths by the teachers were the various athletic, musical, and dramatic activities available to the pupils, all of which provide an opportunity for pupil self-expression. The only weaknesses suggested by the teachers interviewed were the personal limitations brought to the school by pupils and staff. The principal noted the lack of reading and communication skills which characterize most of the pupils; the guidance director cited the negative

TABLE 18

SCHOOL C

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
English 7B	X	
English 7A	X	
Social Studies 7B	X	
Social Studies 7A	X	
Mathematics 7B	X	
Mathematics 7A	X	
Science 7B	X	
General Music 7B	X	
General Music 7A	X	
Physical Education 7B	X	
Physical Education 7A	X	
Wood Shop 7B (boys)	X	
Mechanical Drawing 7A (boys)	X	
Clothing 7B (girls)	X	
Foods 7A (girls)	X	
Art 7A	X	
Beginning Band 7B		X
Beginning Band 7A		X
French 7A		X
Reading 7B[a]		X
Reading 7A[a]		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELEC. SUBJECTS:
14	11	3

[a] A non-credit offering for pupils who need reading improvement; required for remedial students; elective for others.

TABLE 19

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
English 8B	X	
English 8A	X	
Social Studies 8B	X	
Social Studies 8A	X	
Mathematics 8B	X	
Mathematics 8A	X	
Science 8A	X	
General Music 8B	X	
General Music 8A	X	
Physical Education 8B	X	
Physical Education 8A	X	
Art 8B	X	
Wood Shop 8B (boys)	X	
Metal Shop 8A (boys)	X	
Foods 8B (girls)	X	
Clothing 8A (girls)	X	
Typing 8B[a]		X
Typing 8A[a]		X
French 8B		X
French 8A		X
Instrumental Music 8B		X
Instrumental Music 8A		X
Glee Club 8B		X
Glee Club 8A		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
15	11	4

[a] Required for some pupils (college prep.); elective for others.

TABLE 20

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
English 9B	X	
English 9A	X	
Social Studies 9B	X	
Social Studies 9A	X	
Physical Education 9B	X	
Physical Education 9A	X	
General Mathematics 9B		X
General Mathematics 9A		X
Algebra 9B		X
Algebra 9A		X
General Science 9B		X
General Science 9A		X
French 9B		X
French 9A		X
Clothing 9B		X
Foods 9A		X
Metal & Mechanical Drawing 9B		X
Woods & Mechanical Drawing 9A		X
Art 9B		X
Art 9A		X
Chorus 9B		X
Chorus 9A		X
Instrumental Music 9B		X
Instrumental Music 9A		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
14	3	11

attitudes of teachers as a limiting aspect of the program. With respect to limits on the effectiveness of the program and its development, the principal identified as the chief obstacle a lack of space, money, equipment, and staff.

Several innovative and experimental measures within the program deserve mention and description since they modify the situation. First, the administration has intentionally divided the first semester seventh graders into segregated sections containing all males or all females. This segregation is maintained throughout the seventh grade, but is discontinued during the eighth grade. Another innovation by the school has been the inclusion and emphasis of reading in English and social studies classes. In the activity period groups, the staff is currently emphasizing the development of better pupil attitudes. As a device for building on the cultural experiences of the youngsters, the school has engaged in several new programs. Among these have been planned field trip experiences for deprived youngsters; participation in and visits to local civic and cultural events; and the enrollment of a few pupils in a summer enrichment program in a private school.

The only specific remedial program within the school is that of the reading teacher; however, teachers in their classrooms often find themselves working in remedial activities. In answer to the question about enrichment activities within the program of School C, the principal cited the requirement that new seventh graders take beginning band, and the requirement that second semester seventh graders take French.

TABLE 21

SCHOOL C

Extra-Curricular Activities

Title or Kind of Activity	Available to	Number Involved[a]
Aviation Club	All pupils	12
Band	All pupils	b
Basketball Team	All boys	24
Booster Club	All pupils (elected)	15
Boys' Gym Leaders' Club	All boys	20
Cheerleaders	All pupils	6
Chess Club	All pupils	8
Coin Club	All pupils	12
Craftsman Guild	All boys	20
Dramatics Club	All pupils	35
Girls' Gym Leaders' Club	All girls	14
Glee Club	All 7th & 8th pupils	b
Chorus	All 9th grade pupils	52
Intramural Program	All pupils	(all)
Journalism Staff	All pupils	15
Majorettes	All girls	8
Modern Dance Group	All girls	26
Drill Team	All girls	20
Safety Council	All pupils	30
Science Clubs of America	All science pupils	25
Student Council	All pupils	55
Tennis Club	All pupils	b
Track Team	All boys	80
Travelers' Club	All pupils	15
Y - Teens	All girls	21
7B Teen Advisory Board	All 7B pupils (elected)	10
8A Teen Advisory Board	All 8A pupils (elected)	10
9A Committee	All 9A pupils (elected)	8
Reading Club	All pupils	b
Hostess Club	All girls	15
Projectionist Club	All pupils	20
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
31	1526	

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[a] Figures from mimeographed list obtained from principal.

[b] Figures not available.

Finally, School C offers a number of extra-curricular activities. However, as may be seen in Table 21, there is not a large number of participants in any one activity.

School D, like the other junior high schools previously cited, offers its seventh and eighth grade pupils little choice in subjects they will take, with only music, language, and reading improvement as possible elective activities (Tables 22 and 23). In grade nine the students still have five required subject areas (English, mathematics, science, social studies, health and physical education), but have some latitude for choice within the required areas and outside of the required areas (Table 24).

Although the listings of the programs of studies (Tables 22, 23 and 24) are generally self-explanatory, several modifications should be cited. First, the mathematics instruction in the school is centered around the S.M.S.G. modern mathematics, replacing algebra which was previously taught as low as the eighth grade. Also, televised instruction is utilized by three English classes and by one biology class in the school. This form of instruction is utilized as a supplement to the regular classroom activities rather than being the basis for class activities.

About the only remedial instruction provided in School D is that offered in the remedial reading program, which is available to students on all three grade levels. Ninth grade students who are in the "basic level" groups are placed in two special courses, civics and job relations. These subjects, though not remedial in nature, do provide extra experience for the pupil participants who will probably

TABLE 22

SCHOOL D

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
English 7	X	
Reading Improvement		X
Mathematics 7	X	
Science & Health 7	X	
Social Studies 7	X	
Physical Education 7	X	
Art 7	X	
Music 7	X	
Instrumental Music		X
Industrial Arts 7 (boys)	X[a]	
Home Economics 7 (girls)	X[b]	
Spanish 7		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
12	9	3

[a] At least one-half unit is required of all boys.

[b] At least one-half unit is required of all girls.

TABLE 23

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
English 8	X	
Reading Improvement		X
Mathematics 8	X	
Science & Health 8	X	
Social Studies 8	X	
Art 8	X	
Music 8	X	
Choir		X
Band		X
Physical Education	X	
Industrial Arts 8 (boys)	X[a]	
Home Economics 8 (girls)	X[b]	
Spanish 8		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
13	9	4

[a] Boys are required to take at least one-half unit.

[b] Girls are required to take at least one-half unit.

TABLE 24

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
English I	X	
Reading Improvement		X
Newswriting		X
Mathematics I	X	
General Science	X[a]	X[a]
Biology	X[a]	X[a]
World Geography	X	
Civics		X[b]
Job Relations		X[b]
Art I		X
Art X		X
General Music		X
Choir		X
Health & Physical Education	X	
Woods I		X
Mechanical Drawing		X
Electricity I		X
Speech & Dramatics		X
Spanish I, II		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
19	5	14

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[a] All students must take a unit in either biology or general science.

[b] Are required courses for students in the "Basic Level Classes."

not enter advanced educational programs. Enrichment activities within the larger program of School D include the bringing in of outside "experts," successful people within the community who have experiences and talents to share with the pupils. For the pupils identified as the better achievers, the school has assigned them to special college preparatory sections, and has encouraged teachers to provide them with extra-academic experiences. Finally, the school does conduct a summer school program for its own youngsters, and this program has become chiefly an upgrading and enrichment program for the less-talented pupils.

Several experimental or innovative activities within School D deserve mention. First, the school provides many youngsters with a breakfast, free of charge, to supplement the diets of the deprived youth. Also, the school provides a comprehensive intramural program for more than 350 boys, held from 7:30 to 8:15 in the mornings, to involve the youngsters who have to work after school and to provide positive activities for the youngsters from less than desirable home settings. School D is currently involved in a cooperative research project with a local community agency, in which the two participants are working with 100 identified potential dropouts, attempting to find profitable ways of "holding" these youngsters in the school program. Finally, some of the staff in School D have been working to identify the "image" of the school as it exists in the minds of the pupils, hoping to find ways of improving that image, thus building the effectiveness of the program.

TABLE 25

SCHOOL D

Extra-Curricular Activities

Title or Kind of Activity	Available to	Number Involved[a]
Art Club	All Art pupils	20
Cheerleaders	All pupils	14
Chess Club	All pupils	2
Dramatics Club	All pupils	30
Electronics Club	All Elec. pupils	9
Future Teachers of America	All pupils	30
Girls Athletic Association	All girls	98
Graphic Arts Club	All G.A. pupils	10
Gymnastics Club	All pupils	--
Home Economics Girls Club	All girls	14
Intramural Activities	All pupils	350
Junior Red Cross	All pupils	16
Metal Art Club	All Mets. pupils	15
Library Club	All library helpers	20
Newspaper Club	All pupils	30
Photography Club	All pupils	7
Science Club	All pupils	41
Spanish Club	All Spanish pupils	35
Student Council	All pupils (elected)	69
Woodworking Club	All Woods pupils	43
Y - Teens	All girls	20
Social Studies Club	All pupils	30
Choir Club	All music pupils	45

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
23	1009

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[a] Figures taken from mimeographed list secured from school principal.

Teachers, the director of guidance, and the principal were asked to identify strengths and weaknesses of the program at School D. Identified as strengths of the program by the teachers were the athletic program, the school lunch program, and the library facilities and functions. The guidance director cited as the outstanding facet of the program the concern and the cooperation of faculty in working with the youngsters. Weaknesses or needs identified by those interviewed included a concern with the lack of depth or breadth in program for the academically weak pupil. The principal of the school suggested that there was a real need for a 3:00 p.m. to 9:00 p.m. school program to serve the academic and the recreational needs of youngsters and adults of the community. Finally, the teachers interviewed indicated that there seemed to be a need for the inclusion within the school's program of some training in moral and ethical behavior for youngsters who come to school with a demonstrated lack of such training.

A list of the extra-curricular activities reported by the school principal may be seen in Table 25. Although the youngsters served by the program have demonstrated a need for extra-academic involvements, it would appear from this list that a number of students are not participants in many activities.

School E was the one school included in the study which had only two grades on the junior high level--grades seven and eight. In both instances, in grades seven and eight, the pupils are enrolled in a predetermined course of study which includes no elective subject offerings (Tables 26 and 27). The subject offerings in the two grades are virtually the same, with the eighth grade course of study becoming a continuation and upward extension of the seventh grade program. School E differs from the other junior high schools in program, not only because of its non-elective offerings, but also in that the school is currently involved in an experimental motivational project. One of the projects in operation is an after-school program in which the regular teachers are given extra salary to teach interested pupils and adults enrichment and/or remedial skills, as well as some arts and crafts. Throughout the building the observer sees the utilization of academic incentives such as signs, displays, posters, and other devices encouraging success in school.

TABLE 26

SCHOOL E[a]

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
Language Arts	X	
Mathematics	X	
Social Studies	X	
Science	X	
Music	X	
Reading (grouped)	X	
Homemaking (girls)	X[b]	
Industrial Arts (boys)	X[b]	
Physical Education	X	
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
9	9	0

[a] School E has only two junior high level grades--7 and 8.

[b] Homemaking is taken by all girls; industrial arts is taken by all boys.

TABLE 27

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
Language Arts	X	
Mathematics	X	
Social Studies	X	
Science	X	
Music	X	
Reading (grouped)	X	
Homemaking (girls)	X[a]	
Industrial Arts (boys)	X[b]	
Physical Education	X	
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
9	9	0

[a] Required of all girls.

[b] Required of all boys.

Within the regular school program remedial and enrichment projects are made part of the normal school activities. For example, even though the school has an assigned remedial reading teacher, all teachers teach reading to their classes, drawing on the help of the remedial teacher in cases of special need. Students have been grouped within School E to create an "enrichment group," which receives extra curricular experiences designed to prepare the youngsters for high school and college academic sophistication. A recent addition to the instructional program in School E has been the inclusion of modern mathematics methods and content as derived from the Madison Project and from the SRA mathematics materials.

Cited as experimental activities within the program at School E, by the school principal, are the inclusion of the modern math methods and materials. Also, the school is utilizing outside materials in structuring remedial activities of youngsters; for example, in remedial reading, the reading content is selected from newspapers, magazines, and books available outside of the school and dealing with political, social, and cultural interests. Finally, the school is making use of planned visits and involvement of pupils in cultural and civic events within the metropolitan area. Within the school, a recent innovation has been to sponsor a science fair, which has in turn interested some pupils in competing in the city-wide science competition. Also, from the intra-city participation in cultural and scientific interests, the youngsters have become interested in arts and crafts work, and have sponsored a local art exhibit.

The administrative and instructional personnel who were interviewed felt that the greatest strength in the program at School E was the cooperative interest and understanding of the faculty, which has been a key part of the "incentive program" within the school. Also, the involvement of parents and pupils in school and community activities as active participants and planners has done much to improve school program. Weaknesses suggested by the teachers, which the program has not yet adequately confronted, are those deficiencies in oral expression which inner-city youngsters bring to the school situation. At this time, the school has no program which has proven successful in overcoming verbal handicaps of the youngsters. Finally, the principal cited as a weakness in the school program the shortage and inadequacy of extra-curricular activities.

The program of school-sponsored extra-curricular activities is listed in Table 28. In addition to the enumerated activities, School E is a participant in a motivation project, previously mentioned, which is held after school and evenings for youngsters and adults of the community. This extra project, sponsored by an agency outside of the school, provides 28 hours per week of remedial and enrichment experiences.

School F offers a three-year program of studies much like the other junior high schools described, with the first year's study prescribed for the youngsters, but with increased elective opportunities in the latter two years. During the first year (seventh grade), School F offers English, history, and government to the pupils in a combined, self-contained classroom setting (a practice of the city school system in which School F operates). The other subject areas for seventh graders is prescribed by the school, and other than the remedial offerings in English and mathematics, the only electives available are in the music area (Table 29). In the eighth grade, students are given the opportunity to select from several areas of participation, with the only requireds being in the areas of English,

TABLE 28

SCHOOL E

Extra-Curricular Activities

Title or Kind of Activity	Available to	Number Involved[a]
Class Organization (7th grade)	All 7th graders	50
Class Organization (8th grade)	All 8th graders	55
Student Service Club	All pupils (elected)	20
Safety Patrol	All pupils	10
Recreational Activities	All pupils	30-35
Y.W.C.A.	All girls	25
School Newspaper	All students	20
Science Club	All students	30
Dance Club	All pupils	25
Instrumental Music	All pupils	14
Choral Club	All pupils	30
Basketball	All boys	10-12
Volleyball	All girls	20
Tumbling	All pupils	15
Track and Field	All boys	10
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
15	105[b]	

[a] Estimates by School Principal.

[b] In grades seven and eight.

TABLE 29

SCHOOL F

Program of Studies
(7th Grade)

Subjects Offered	Required	Elective
Self-contained Classroom[a]	X	
Remedial English		X
Mathematics	X	
Remedial Mathematics		X
Industrial Arts (boys)	X	
Homemaking (girls)	X	
Art	X	
Vocal Music	X	
Physical Education	X	
Beginning Instrumental Music		X
Junior Band		X
Senior Band		X
Orchestra		X
Boys' Glee Club		X
Girls' Glee Club		X
Choir		X
Ensemble		X
Special Education		X[b]
SUBJECT OFFERINGS: 18	REQ. SUBJECTS: 7	ELECT. SUBJECTS: 11

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[a] English, History and Government, and Geography taught in a three-period block of time by one teacher.

[b] A self-contained, non-graded special education group.

history, mathematics, health-science, and physical education (Table 30). Finally, in the ninth grade, pupils must take English, science, mathematics, and physical education. In addition to electives in the languages and the business and music areas, the students may select from four offerings in the mathematics field (Table 31).

The stated philosophy at School F is that "No one should have to fail. We either have a program for all, or we'll make one." In keeping with this philosophy, the school has placed an emphasis on reading improvement for youngsters who are achieving at less than desired levels. An added area in which remedial help is available to youngsters is that of mathematics. Because of concern for youngsters who are not academically inclined and who will not go on to much higher levels of education, School F has broadened its industrial arts program for eighth and ninth graders. For the academically talented, School F has created Able Learners classes in the subject matter areas of science, mathematics, and languages. The grouping of students for instruction in School E is done on the basis of demonstrated reading ability.

At the time of this study no experimental programs were going on in School F. Some use was being made of televised instruction in four areas of study--reading, geography, health, and general science. Other than the able learners' grouping, no formalized enrichment programs are in operation. The school does not conduct a summer program or an after school adult education program; however, the city provides these programs in other locations.

TABLE 30

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
English	X	
Remedial English		X
American History	X	
Mathematics	X	
Algebra I		X[a]
Health Science	X	
Remedial Mathematics		X
Physical Education	X	
Art		X
Vocal Music		X
Industrial Arts		X
Homemaking		X
Boys' Glee Club		X
Girls' Glee Club		X
Choir		X
Ensemble		X
Beginning Instrumental Music		X
Junior Band		X
Senior Band		X
Orchestra		X
Special Education		X[b]
SUBJECT OFFERINGS: 21	REQ. SUBJECTS: 5	ELECT. SUBJECTS: 16

[a] May be taken in place of mathematics by able students.

[b] A self-contained, non-graded section of special education students.

TABLE 31

Program of Studies (9th Grade)

Subjects Offered	Required	Elective
English I	X	
Remedial English		X
Latin I		X
Latin II		X
Spanish I		X
Spanish II		X
General Science	X	
Geography		X
General Mathematics	X	
Algebra I		X[a]
Geometry		X[a]
Remedial Mathematics		X[a]
General Business		X
Typing I		X
Industrial Arts		X
Home Economics		X
Art		X
Physical Education	X	
Vocal Music		X
Special Education		X[b]
Boys' Glee Club		X
Girls' Glee Club		X
Choir		X
Ensemble		X
Beginning Instrumental Music		X
Junior Band		X
Senior Band		X
Orchestra		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
28	4	24

[a] May be taken in place of General Mathematics.

[b] A self-contained, non-graded special education unit.

In the course of interview sessions with the principal of School F, with the director of guidance, and with a group of teachers, those interviewed were asked to identify problems, strengths, and weaknesses associated with the instructional program. A limit on the effectiveness of the academic program identified by the principal was the lower level of pupil interest found in the local setting. Other problems or needs expressed by the director of guidance were the need for more adequate facilities and programs for non-college-bound youth, and the need for better therapeutic help for youngsters who come to the school with aural and speech deficiencies. The teachers cited the need for more and better reading instruction, and the need for more individual and group guidance. Strengths of the program which were cited by instructional personnel included such points as "individualization of instruction," mentioned by the principal, "a good activity program," "the remedial reading and mathematics help," and "a concerned and understanding administration," as noted by the guidance director, and "the grouping of youngsters by reading ability," and "the guidance approach to dealing with youngsters," as cited by the teachers.

Finally, the principal pointed to the need for a better and broader program of extra-curricular activities. Listed in Table 32 are the extra-class activities provided for local youngsters by School F. It may be noted that the number of school-sponsored pupil activities is limited, as is the number of youngsters involved in such activities.

TABLE 32

SCHOOL F

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Hi - Y	All boys	20
Sub-Debs	All girls	40
Future Teachers of America	All pupils	30
Art Guild	All pupils	15
Spanish Club	All Spanish pupils	30
Cheerleaders	All girls	12
Basketball	All boys	20
Baseball	All boys	30
Track	All boys	15
National Honor Society	All honors qualifiers	32
Science Club	All pupils	15
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
11	1043	

[a] Activities and numbers of participants obtained from principal of the school.

School G offers a program of study similar to several others just described in which the curricular activities of seventh graders are prescribed for the pupils by virtue of minimum city requirements. The list of curricular offerings for those in seventh grade (Table 33) shows that English and social studies are presented to the youngsters in a block-of-time "core-type" presentation. This is a new practice with the school, started by the new school principal as a step toward building stability and personal identification for the pupils who come to the very large school setting. In the eighth grade the pupils still have five required curricular experiences but are given

TABLE 33

SCHOOL G

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
Core Studies[b]	X	
Mathematics	X	
Health & Physical Education	X	
General Science	X	
Household Mechanics (boys)	X	
Homemaking (girls)	X	
Vocal Music	X	X[c]
Art	X	X[c]
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
8	8	0

[a] As listed by school principal (no schedule available).

[b] Core Studies, which is combined English-Social Studies (Geography and American History) class, is conducted during a block of time.

[c] The only elective with the students is the selection of a semester in which they will take these one-semester courses.

the opportunity to select several extra activities from among six elective offerings (Table 34). By grade nine, pupils have but four required curricular involvements--English, social studies, mathematics, and health and physical education--and may elect academic or non-academic subjects from eleven elective offerings (Table 35).

TABLE 34

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
Core Studies[b]	X	
Mathematics	X	
General Science	X	
Health & Physical Education	X	
Home and Family Living (girls)	X	
Language Survey	X	
Printing (Graphic Arts)		X
Wood Shop (boys)		X
Homemaking (girls)		X
Mechanical Drawing		X
Vocal Music		X
Art		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
12	6	6

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[a] Obtained from a listing sent to researcher by principal of school.

[b] A combined English-Social Studies (American History and Civics) class held during a block-time period.

TABLE 35

Program of Studies
(9th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Social Studies (World History)	X	
Health & Physical Education	X	
General Mathematics	X	
Algebra		X
French		X
Spanish		X
Latin		X
Typing		X
Mechanical Drawing		X
Remedial Reading & Speech		X
Geography		X
Art		X
Vocal Music		X
Metal Shop		X
Special Prep (Retarded)[b]		
Partial Seeing Class[b]		
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
15	4	11

---

[a] As given by school principal (schedule not available).

[b] For special problem students only.

School G, which is situated in an area with a number of social and economic problems, has added to its curricular offerings instruction in family living and occupational information. In addition to the lack of motivation brought to the school by many youngsters, the school has had to provide remediation for the many pupils with limited academic backgrounds. In such efforts, the program includes formalized remedial instruction in the areas of speech and reading, and in mathematics. Enrichment activities and programs provided by School G include the formation of special ability groups in various academic areas so that extra instruction may be provided to those capable of advanced work. In addition, a city-directed summer school program is offered at the school, offering remedial and enrichment instruction to all interested youngsters in grades six through nine.

Experimental activities within the regular school program at School G include the use of programmed instruction in a class of English and in a social studies class. According to the principal, the use of programmed instruction will be extended to include twelve sections in the two areas. Five sections of students in the school are participating in the SMSG modern mathematics program. The school is conducting an experimental program in remedial instruction which combines reading and speech activities, the results of which seem to suggest that there are benefits to be derived from the combining of skills areas. Finally, the administration and the staff have submitted a formal proposal to the city school system asking permission to reorganize the structure, activities, and the time schedule of the school, in order to provide for more complete involvement of pupils, to promote the utilization of special talents of the staff, and to add individualization in the assignment of pupil programs. Should the proposal be approved by the city system, the school will make significant changes in present organization and activities.

The teachers, guidance personnel, and the administrators who were interviewed were asked to identify problems, strengths, and weaknesses within the program at School G. The problem most often mentioned by the teachers was the shortage of instructional materials and resources. Also, the teachers indicated a desire for increased grouping of pupils for assignment to specific instructional situations. The weaknesses in program cited by the principal and the director of guidance generally centered on deficiencies in staff. Whereas the guidance director felt that too many teachers came to the school with values and attitudes in conflict with the setting, the principal felt that most teachers lack preparation for the inner-city conditions in which they must function. With regard to perceived strengths of the larger program, the principal felt that the segment of his staff who were both concerned and understanding represented the greatest single strength. The director of guidance expressed the opinion that the best facet of the program was that it offered "success experiences" to youngsters who have felt little success in life until their school experiences. Finally, the teachers who were questioned indicated that the remedial help offered youngsters (through formal and informal remedial instruction) and the extra-class experiences provided the students represented the stronger aspects of the program.

TABLE 36

SCHOOL G

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved[a]
Book Club	All pupils	--
Boys' Basketball	All boys	20
Boys' Swim Club	All boys	15
Fannie Merritt Farmer	All girls	20
Future Teachers of America	All pupils	20
Girls' Athletic Club	All girls	35
Girls' Swim Club	All girls	20
Girls' Dance Club	All girls	35-50
Hutchins Honor Society	Honor pupils (invitation)	40
National Honor Society	Honor pupils (invitation)	10-15
Host and Hostess Club	All pupils	15-20
Junior Red Cross	All pupils	15
Audio-Visual Club	All pupils	15
Office Practice Group	All pupils	18-20
Library Staff	All pupils	20-30
Saturday Morning Art Class	By invitation	10
Industrial Arts Club	All I.A. pupils	12-15
School Newspaper	All pupils	25-35
Student Council	All pupils (elected)	60
Y-Teens	All girls	100
Home Economics Club	All H.E. pupils	15
Chess Club	All pupils	8-10
Hobby Club	All pupils	12-15
Glee Clubs	All pupils	80-90
Speech Club	All pupils	10-15
After School Organized Classes (no credit):		
Remedial Reading	All pupils	40-50
Remedial Mathematics	All pupils	40-50
Spanish Class	All Spanish pupils	15
World Affairs Class	All honors pupils	12-15

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
29	1758

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[a] Types of activities and numbers involved obtained from principal of the school.

The extra-curricular activities provided for the pupils in School G are listed in Table 36. The reader will note that in addition to the regular in-school and after-school pupil activities, the school has organized after-school classes for the purposes of remedial and enrichment experiences. These classes, which have received warm support from parents and students, have provided youngsters without adequate study facilities or stimulation in the home an area for academic concentration. Teachers of the pupils making use of the after-school facilities report favorable changes in pupil interest and performance as a result of after-school class participation.

TABLE 37

Programs of Study in Depressed Area Junior High Schools

School	No. of Subject Offerings: Req.-Elect.						No. of Extra-Curricular Activities
	7th Grade		8th Grade		9th Grade		
	R	E	R	E	R	E	
School A	9	1	7	6	3	13	9
School B	10	1	9	4	2	15	19
School C	11	3	11	4	3	11	31
School D	9	3	9	4	5	14	23
School E	9	0	9	0	(none)		15
School F	7	11	5	16	4	24	11
School G	8	0	6	6	4	11	29
Mean	9	3	8	6	3	15	20

A review of the instructional programs in depressed area junior high schools shows that in seventh grade the program is highly structured for all pupils. In the eighth grade pupils are allowed some choice of curricular involvements, and in the ninth grade there are few requireds and many elective subjects. Subject offerings in the schools, required and non-required, are quite similar.

The curricular offerings in the schools visited would seem to be quite "traditional" in the sense that most subjects, with the exception of the shop, home economics, and foreign language offerings, are offered in the lower grades. Only two of the depressed area junior high schools, for example, offered typing. Four of the schools visited were using new mathematics materials, with three of the four participating in the SMSG program--which has been adopted on a city-wide basis. One principal indicated to the researcher that the modern mathematics materials seemed inappropriate to his student populace. The other principals had little comment to make on the value of the modern mathematics materials.

The strongest emphasis seen in the program offerings and in organization for instruction was that of fitting a program to the needs of pupils. In every case the principals, counselors, and teachers cited the need for, and the importance of, remedial instruction in reading. Every school had some provision for this help, yet every one indicated that more should be done in the area of reading improvement. Several of the schools had formal provisions for remedial instruction in mathematics, and several others mentioned a planned emphasis given in all subject areas to the improvement of reading, writing, listening, and speaking skills.

The extra-curricular offerings in the schools visited centered around two general interest areas, athletics and academics. It became apparent to the researcher during his visits to the depressed area schools that much of basis for the content of extra-curricular programs lies with the availability of teacher sponsors rather than with needs or interests of the pupils. In every school visited by the researcher there were expressed extra-curricular needs by school personnel--yet offerings were not available because of the lack of finances, space, time, or sponsorship.

Privileged Area Junior High Schools

The program of studies in School A is described by the principal of the school as "extensive." Within the three-year program School A has some 64 separate curricular offerings for its students, ranging from a selection of 16 subjects in seventh grade to 24 choices in the ninth grade (Tables 38, 39, 40). Although the majority of the pupil activities in the first year are required, rather than elective, the number of required subjects decreases and the number of electives increases in the second and third years. With the availability of two languages and two music activities in the seventh grade, students are allowed maximum involvement in the subjects during the three years they will be enrolled in School A.

With regard to provisions for remedial instruction in School A, a new after-school reading clinic has been established to help those

TABLE 38

SCHOOL A

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
Language Arts	X	
Social Studies	X	
Mathematics	X	
Art	X	
Music	X	
Health	X	
Physical Education	X	
Wood Shop	X (boys)	
Metal Shop	X	
Home Economics	X (girls)	
Band		X
Spanish		X
French		X
German		X
Orchestra		X
Reading Improvement (remed.)		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
16	10	6

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[a] Taken from mimeographed school schedule; verified by principal.

TABLE 39

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
Language Arts	X	
Social Studies	X	
Mathematics	X	
Science	X	
Art	X	
Health	X	
Physical Education	X	
Homemaking (foods)		X
Homemaking (clothing)		X
Wood Shop		X
Electric Shop		X
Remedial Reading		X
Remedial Mathematics		X
Spanish		X
French		X
German		X
Chorus		X
Band		X
Orchestra		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
19	7	12

[a] Taken from mimeographed schedule of classes; verified by principal.

TABLE 40

Program of Studies
(9th Grade)

Subjects Offered[a]	Required	Elective
English I	X	
English II	X	
General Mathematics I	X	
General Mathematics II	X	
Physical Education I	X	
Physical Education II	X	
Algebra I		X[b]
Algebra II		X[b]
World Geography I		X
World Geography II		X
General Business I		X[b]
General Business II		X[b]
Metal Shop		X
Wood Shop		X
Mechanical Drawing I		X
Mechanical Drawing II		X
General Science I		X
General Science II		X
Citizenship I		X
Citizenship II		X
Spanish I		X
Spanish II		X
Spanish III		X
Latin I		X
Latin II		X
Art I		X
Art II		X
Band		X
Orchestra		X
Chorus		X
Clothing		X
Foods		X
German I		X
German II		X
German III		X
French I		X
French II		X
French III		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
24	3	21

[a] Taken from mimeographed schedule sheet; verified by principal.

[b] Algebra may be substituted for Math; two semesters of general business may be taken in lieu of one semester of general mathematics.

pupils who could benefit by such help. In this project, materials from the SRA Reading Laboratories are being utilized for reading improvement efforts. A summer school enrichment program is provided by the larger city system for the pupils attending School A; however, instruction is provided at another school.

At this time School A has no experimental activities or programs under way. The school is making use of televised instruction as a part of the eighth and ninth grade science programs, and is utilizing the modern mathematics materials in some of its classes; however, these are regular offerings to be found in other schools in the city. There is no formalized team teaching in the program. According to the school principal, several academic areas are working together to provide continuity between the subjects.

The instructional personnel and the administration of School A were asked in separate interview settings to point to strengths and weaknesses in the school program. Many strengths were cited by the staff. In the eyes of the principal, the strong academic areas (especially mathematics and English), the industrial arts activities, and the extra-curricular intramural program were the outstanding phases of program. The director of guidance activities cited as strengths the broad foreign language program, the extensive extracurricular program, the audio-visual club services, and the athletic program. The teachers identified as strong aspects of the larger program the capable staff and the excellent physical facilities of the school. Weaknesses or needs were less prominent, and the principal had but one concern--the unavailability of teachers trained to teach the new curricula. The director of guidance identified the need for more reading improvement materials and activities, and the need for an enrichment program to provide extra activities that youngsters cannot normally get because of the large number of required curricular involvements.

A list of extra-curricular activities available to the students of School A is given in Table 41. Although the activities would appear to be numerous, both the principal and the guidance director felt that more, in number and kind, should be made available for the pupils. However, both officials acknowledged the centrality of teacher sponsors to the success of pupil activities, and the teachers interviewed were unanimous in their feeling that there were at the time more than enough extra-class involvements for the youngsters.

School B, like the school just described, has a broad program of studies, in which pupils have a potential selection of more than 50 subjects during their three years of enrollment. However, there is within the list of offerings in School B less variety in numbers of electives available to pupils, and the students have nearly as many choices for election in the seventh grade as they will have in the ninth grade (Tables 42, 43, and 44).

Until recently School B had no remedial programs or activities; however, with an increased number of youngsters coming to the school from less-advantaged backgrounds, the school has added a one-period-per-day remedial reading class. During this period the youngsters who have been identified as having reading problems are

TABLE 41

SCHOOL A

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Thespians (Drama Club)	All students	30
Arts and Crafts Club	All students	40
Camera Club	All students	15
School Newspaper	All students	30
Girls Athletic Association	All girls	150
Bowling		n.a.
Basketball		--
Apparatus Work		--
Tumbling		--
Volleyball		--
Badminton		--
Softball		--
Track		--
Intramural Sports	All boys	300
Touch Football		n.a.
Basketball		--
Volleyball		--
Baseball		--
Apparatus		--
Bowling		--
Foreign Language Club	All students	30
Future Nurses Club	All girls	35
Library Club	Library monitors	30
Science Club	All students	40
Radio Club	All students	20
The Stage Crew	All students	20
Audio-Visual Monitors	Ninth grade pupils	20
Guidance Monitors	All students	10
Hall Monitors	All students	25
Office Monitors	All students	10
Student Council	All students (elected)	60
Hostess (girls' service) Club	All girls	25
Chess Club	All students	12

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
31	940

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[a] From information given by principal of school.

TABLE 42

SCHOOL B

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
Language Arts	X	
Social Studies	X	
Mathematics	X	
Mathematics (SMSG)		X[b]
State History	X	
Science	X	
Industrial Arts (boys)	X	
Home Economics (girls)	X	
Art	X	
Music	X	
Physical Education, Health	X	
German		X
French		X
Band		X
Orchestra		X
Chorus		X
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
16	10	6

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[a] Taken from mimeographed school schedule.

[b] May be taken in place of regular mathematics.

TABLE 43

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
Language Arts	X	
American History	X	
Mathematics	X	
Mathematics (SMSG)		X[b]
Science	X	
Industrial Arts (boys)	X	
Home Economics (girls)	X	
Art	X	
Music	X	
Physical Education	X	
French		X
German		X
Choir		X
Glee Club		X
Band		X
Orchestra		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
16	9	7

[a] Taken from mimeographed school schedule.

[b] May be taken in place of regular mathematics.

TABLE 44

Program of Studies
(9th Grade)

Subjects Offered[a]	Required	Elective
Language Arts	X	
General Mathematics	X	
Algebra		X[b]
Geometry		X[b]
Civics	X	
Biology (BSCS)		X
Physical Education	X	
French		X
Spanish		X
Latin		X
German		X
Speech and Drama		X
Shop		X
Homemaking		X
Art		X
Choir		X
Band		X
Orchestra		X
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
18	4	14

[a] Taken from mimeographed schedule of classes.

[b] May be taken in fulfillment of the mathematics requirement.

taken out of their regular class for reading instruction. The principal indicated that he feels reading skills improvement will compensate for time lost in other areas. The school has no formal enrichment activities; in fact, until this year when the modern mathematics materials were adopted, the only enrichment activities consisted of giving talented youngsters algebra in the eighth grade and geometry in the ninth grade. With the adoption of modern mathematics, though, geometry has been dropped from the program. One recent addition to the program might be considered as enrichment in that it is not a regular subject offering found in other schools. This new course is Speech and Drama, a course taught to interested ninth graders through a team-teaching approach. Three teachers, trained in the areas of speech, drama, and debate, work cooperatively in the structure and presentation of classroom activities. Finally, some six civics classes have been so scheduled that two teachers may work together in developing and conducting the learning activities. Over and above these several cooperative approaches to instruction, most of the combined instructional efforts are of an informal, intradepartmental nature.

With respect to perceived strengths and weaknesses in the program of School B, both the principal of the school and the guidance director cited the need for activities which would meet the needs and interests of the average to below-average youngsters coming to the school. In addition, the guidance director suggested that there might be a need for better-trained teachers in the specialty areas. Interestingly, the teachers who were interviewed could think of no real weaknesses in the program of the school--or at least they could not suggest any deficiencies. The principal of the school found it difficult to identify any one aspect of the program which was outstanding; rather, he felt that many good aspects went into the make-up of a good program--good staff, good facilities, good pupils, good attitudes, and good interest. The director of guidance cited as strong aspects of program the support it received from the parents and the community--support which carried over in the form of pupil interest and motivation. Finally, the teachers who were questioned felt that the strong academic program and the wide range of extra-class activities were the strongest facets of the larger program.

Listed in Table 45 are the numerous extra-curricular activities sponsored by School B. An indication of the broad range of interests covered came out in interviews with the various members of the instructional staff who were asked about the adequacy or inadequacy of extra-class offerings. None of the respondents indicated a need for additional activities, and several suggested that there might now be too many for the busy schedules of youngsters.

School C offers a three-year program of studies in which more than fifty subject offerings are available to the students. Beginning with the first year in School C (seventh grade), the student is able to select from several elective activities, and the selection becomes broader as the student progresses through the grades (Tables 46, 47, and 48).

School C, which has for some years had a strong academic program, has added to the academic and the non-academic areas in recent

TABLE 45

SCHOOL B

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Assembly Programs	All students	1200
Audio-Visual Club	All students	48
Basketball	All boys	30
Camera Club	All pupils	15
Carnival Talent Show	All students	55
Cheerleaders	All girls	12
Debate Team	All students	18
Dramatics Club	All students	40
French Club	All French students	23
Girls Club		
7th grade	All girls	45
8th grade	All girls	38
9th grade	All girls	16
Gymnastic Club	All pupils	40
National Jr. Honor Society	All scholars qualified	50
Intramural Program (boys)	All boys	500
Intramural Program (girls)	All girls	250
Junior Red Cross	All pupils	78
Library Assistants	All students	16
Mathematics Club	All students	18
Operetta	All pupils	90
School Newspaper	All students	210
Spelling Bee	All students	80
Science Club	All students	24
Science Fair	All students	110
Spring Concert	All music students	240
Soccer	All boys	31
Stage Craft	All students	12
Stamp Club	All students	18
Student Council	All students (elected)	81
Student Government		
7th Grade	All pupils	27
8th Grade	All pupils	27
9th Grade	All pupils	27
Track	All boys	45
Traffic Patrol	All pupils	20
Variety Show	All pupils	150
Woodworking Club	All shop students	24
Wrestling	All boys	26
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
37	1200	

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[a] List obtained from and verified by school principal.

TABLE 46

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Social Studies	X	
Mathematics	X	
General Science	X	
Home Ec., Clothing (girls)	X[b]	
Shop, Woodwork (boys)	X[b]	
Home Ec., Foods (girls)	X[c]	
Shop, Mech. Drawing (boys)	X[c]	
Art	X	
Physical Education	X	
Music	X	
Instrumental Music		X
Vocal Music		X
French		X
Dramatics		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
15	11	4[d]

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[a] Information given by principal of school.

[b] Taken first semester.

[c] Taken second semester.

[d] Pupils limited to one elective only.

TABLE 47

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
English	X	
Social Studies	X	
Mathematics	X	
General Science	X	
Home Ec., Foods (girls)	X[a]	
Shop, Metals (boys)	X[a]	
Home Ec., Clothing (girls)	X[b]	
Shop, Basic Mechs. (boys)	X[b]	
Art	X	
Music	X	
Physical Education	X	
Algebra		X[c]
Instrumental Music		X
Dramatics		X
Vocal Music (Glee Club)		X
Typing		X
French		X
News Writing		X
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
18	11	7[d]

[a] Taken during first semester.

[b] Taken during second semester.

[c] Taken by "Academically Talented" pupils.

[d] Only one elective is permitted each semester.

TABLE 48

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
English	X	
Social Studies	X	
Physical Education	X	
General Mathematics	X[a]	
Algebra		X[a]
General Science		X
French		X
Home Economics, Clothing		X
Home Economics, Foods		X
Industrial Arts, Metals		X
Industrial Arts, Woods		X
Industrial Arts, Basic Mechanics		X
Industrial Arts, Mech. Drawing		X
Art		X
Concert Chorus		X
Orchestra		X
Dramatics		X
News Writing		X
Project Science		X
Typing		X
Group Guidance, How-to-Study		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
21	4	17

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[a] Students must take either general mathematics or algebra.

years geometry, dramatics, basic mechanics, and graphic arts. Within the area of mathematics the school has made it possible for talented pupils to take algebra in the eighth grade and plane geometry in the ninth grade so that they might enter the Advanced Placement mathematics program in high school.

Several aspects of the program in School C deserve mention. First, televised instruction is used to some extent in five areas of the program--mathematics, English, science, social studies, and art. Also, within the program students have been sectioned, creating three academically talented groups from which are drawn student discussion leaders, group leaders, special tutors, and student foremen. Recently included in the larger program have been remedial sections in the areas of mathematics and English.

Identified as strong aspects of the program at School C by all persons questioned--teachers, guidance personnel, and administrators--are the strong academic program and the high scholastic standards maintained by the school. Cited by the principal and the director of guidance as outstanding extra-academic aspects of the program are the music program--which has four bands, two glee clubs, and a chorus--and the strong intramural program conducted by the physical education area. An underlying support to the program of School C has been the community interest and involvement in program. School C is the site of a community center program for adults, and out of this focus has come community sponsorship of a Friday night teen-age canteen.

Weaknesses or needs within the program of School C were less evident than strengths. The principal of the school felt that the first needs were for more extra-curricular activities, and for more non-academic and vocational offerings for the non-college-bound youngsters. The director of guidance cited two needs which seemed most pressing at the time--the need for more remedial activities for the below-average students, and at the opposite extreme, for more in-depth instruction for college-bound youngsters, emphasizing quality rather than quantity. Teachers questioned by the interviewer felt that the program was generally adequate as it existed. However, they expressed an interest in the development of a reading improvement program "since good reading is basic to most intellectual involvements of youngsters."

As was indicated by the principal of School C, the school is rather "light" in the number and variety of extra-curricular activities sponsored for its pupils. Evidence of this shortage of extra-class pupil experiences may be seen in the listing in Table 49. The principal has expressed an intent to enlarge the number and kind of activities provided by School C. An indication of a start in that direction is the new school newspaper which has put out its first edition since the activities list was submitted by the school principal.

School D offers its pupils a broad and comprehensive academic program, with some 59 separate course offerings included in the three-year program. A downward extension of course offerings in three foreign languages and in music allow pupils to obtain three full years of training in the areas (Tables 50, 51, and 52). In addition, the program provides opportunity for three full years of participation

TABLE 49

SCHOOL C

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Intramural Sports Football Basketball Track	All boys	300
Student Council	All students	70
Girls Intramural Basketball	All girls	100
Boys' Gym Leaders	All boys	25
Girls' Gym Leaders	All girls	40
Band	All students	100
Orchestra	All students	85
Glee Club (boys)	All boys	40
Glee Club (girls)	All girls	75
Mixed Chorus	All students	75
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
12	1035	

[a] From list given to researcher by school principal.

TABLE 50

SCHOOL D

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Social Studies	X	
Mathematics	X[b]	
Science & Health	X	
Art	X	
Music	X	
Physical Education	X	
Home Economics (girls)	X	X[c]
Industrial Arts (boys)	X	X[c]
Instrumental Music		X
French		X
Latin		X
Spanish		X
Reading Improvement		X
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
14	9	5

[a] Taken from mimeographed schedule of classes.

[b] SMSG Math for college-preparatory students.

[c] Students may elect to take two semesters of these offerings; only one semester is required.

TABLE 51

Program of Studies
(8th Grade)

Subjects Offered	Required	Elective
English	X	
Social Studies	X	
Mathematics	X	
Algebra		X[a]
Science and Health	X	
Art	X	X[b]
Music	X	X[b]
Physical Education	X	
Home Economics (girls)	X	X[b]
Industrial Arts (boys)	X	X[b]
Mechanical Drawing		X
Vocal Music		X
Instrumental Music		X
Beginning Strings		X
Beginning Winds		X
Orchestra		X
Band		X
Choir		X
Latin		X
French		X
Spanish		X
Reading Improvement		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
22	9	13

[a] Taken by college preparatory students.

[b] Pupils may elect to take one full unit rather than the required one-half unit.

TABLE 52

Program of Studies
(9th Grade)

Subjects Offered	Required	Elective
English I	X	
World Geography	X	
Civics		X[a]
Mathematics I	X	
Biology	X	
General Science		X[a]
Physical Education	X	
Art	X	X[b]
Home Economics I		X
Mechanical Drawing		X
Graphic Arts I		X
Metals I		X
French I		X
French II		X
Latin I		X
Latin II		X
Spanish I		X
News Writing		X
Reading Improvement		X
Beginning Strings		X
Orchestra		X
Band		X
Vocal Music		X
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
23	6	17

[a] These subjects may substitute for the requireds in the area.

[b] Students may elect to take one full year in this area; one semester only is required.

in pre-vocational activities in the areas of home economics and industrial arts. An offering of significance is that of reading improvement, an extra activity which is available to students throughout the three year program.

School D reflects its academic inclination in the number of pupils enrolled in various tracks. For example, more than half of the total pupil enrollment is in the college preparatory course of study. Of the remainder of the pupils, three-fourths are in the academic or general course of study and one-fourth are in a "basic" course of study. As an incentive toward academic achievement, School D awards a school letter, similar to an athletic award, to students with straight-A averages for the semester.

Within the program of instruction School D offers SMSG mathematics to students enrolled in the college-preparatory course of study. College preparatory students also receive instruction in algebra in the eighth grade. In addition, college prep students are encouraged to take several years of foreign language instruction. Remedial instruction, for the students at the other end of the scale, is limited at this time to the training received in the "basic" groupings and to instruction available in remedial reading and extended reading sections. Enrichment programs for the youngsters attending School D are limited to the summer program of studies provided by the city system in a nearby high school. School D is the center for a summer program of studies, but the program is for sixth grade students from feeder elementary schools.

In response to the question about strengths in the larger program of School D, the principal identified two aspects--the scholarship that is maintained and the strong extra-curricular activities such as the music and athletic programs. The director of guidance cited as strong points in the school's program the able instructional staff and the community support which has carried over in the form of pupil motivation. Teachers who were questioned about program felt that the strong staff and the support and cooperation of the administration and board of education represented the strengths of the present program. With regard to weaknesses or needs in program, the principal of the school felt that the staff needed to emphasize more the "human" approach to learning, indicating that most teachers did an adequate job in emphasizing subject matter. The director of guidance for School D cited two needs for a better program--the need for more remedial staff and instruction, and the need for a program to benefit all pupils, not just those who are college-bound. Finally, the teachers who were questioned indicated to the interviewer that they felt the school placed too much emphasis on keeping up with curricular changes--not that change was not desirable, but that the teacher has too much to get across at present without trying to bring in all of the latest in theory and content.

In describing the forces at play in the structure and operation of the extra-curricular program, the principal of School D noted the close tie between the interest of teacher-sponsors and the number and the vigor of extra-class activities. Groups and activities are added or dropped with the increase or decrease of pupil and teacher interest.

Thus, any list of activities will probably change from one time to the next. The current list of extra-curricular activities for School D is contained in Table 53.

School E is unique in that it and School E of the depressed area junior high schools offer only a program of studies for grades seven and eight. Also, as may be seen in Tables 54 and 55, the program for pupils is so structured that they have no elective activities, but are restricted to required involvements.

School E has grouped its pupils for instructional purposes with grouping based on "past achievement." The school has no formalized enrichment program since the city system in which it operates has established several special schools for identified "gifted students." These talented or "gifted" pupils are encouraged to attend the special schools, but their parents must provide transportation to the schools. In the same manner, School E has no formalized remedial instruction since the city system operates a remedial reading center near the school and pupils who need special instruction are able to go to the center. The school does serve as a center for several adult education classes, sponsored by the city board of education.

The teachers working with the pupils of School E in the areas of language arts and social studies often utilize the coordinated televised instruction broadcast by the city school system. The school has available to the teachers two controlled reading machines which are used by the staff for reading improvement. Some informal team teaching is carried on in School E, in which case teachers share special talents with the classes of other instructors. Finally, two

TABLE 53

SCHOOL D

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Art Club	All students	12
Audio-Visual Aids Club	All students	8
Biology Club	All students	8-10
Bowling	All students	55
Camera-Printing Club	All students	28
Chess Club	All students	2
French Club	All French pupils	20
Future Teachers	All students	15
G.A.A. (Girls' Athletic)	All girls	150
Home Economics Club	All girls	40
High School Red Cross	All students	25
Junior High Honor Society	All scholars	60
Latin Club	All Latin pupils	25
Library Service	All students	30
Math Club	All students	15
Railroad Models Club	All students	22
Music Appreciation Club	All students	5-8
Research Club	All students	--
Stamp and Coin Club	All students	15
Student Council	All students (elected)	52
Wrestling & Weight Lifting	All boys	--
Yodeler Club	All students	17
Y - Teens	All girls	43

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
23	828

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[a] Information provided by principal on mimeographed page.

TABLE 54

SCHOOL E

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
Language	X	
Social Studies (History)	X	
Arithmetic	X	
Reading	X	
Spelling	X	
Writing	X	
Science	X	
Music	X	
Physical Education	X	
Health	X	
Art	X	
Literature	X	
SUBJECT OFFERINGS:	**REQ. SUBJECTS:**	**ELECT. SUBJECTS:**
12	12	0

[a] Information given by principal of school in interview.

TABLE 55

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
Language	X	
Social Studies (History)	X	
Mathematics	X	
Reading	X	
Spelling	X	
Writing	X	
Science	X	
Music	X	
Physical Education	X	
Health	X	
Art	X	
Literature	X	
Practical Arts (Homemaking - girls) (Woodwork - boys)	X	
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
13	13	0

[a] Information obtained from principal in interview setting.

teachers in School E are taking in-service training in the modern mathematics approach as developed in the Madison Project. Upon the completion of their training, the two instructors intend to share the new information with the other staff members, hoping to utilize the "new math" in the local school.

The instructional personnel interviewed by the researcher were asked to identify those aspects of program which represented strengths and weaknesses. In this concern, the principal of School E cited the good reading program in the school, as well as the interest and involvements in the mathematics and art programs. The teachers who were questioned by the interviewer concurred with the school principal, citing the strength of reading in the local school setting. In addition, the teachers identified the area of social studies as one in which the students seemed to react most favorably, as evidenced by personal interest and academic achievement. With respect to weaknesses or needs in the local program, the principal of School E felt that there were no particular weaknesses in the program. One suggestion made by the principal was that the school might profit from more inter-school athletic competition (such activities have been limited in School E). The teachers cited the need for more science equipment and facilities, since the local school had only portable science kits for use by the teachers.

A look at the listing of extra-curricular activities for School E, as given in Table 56, reveals that the program of extra-class pupil involvements sponsored by the school is somewhat limited.

TABLE 56

SCHOOL E

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Audobon Club	Only one 8th grade (teacher-sponsored)	33
Soccer (inter-school)	All pupils	40
Softball (inter-school)	All boys	20
Basketball (inter-school)	All boys	20
Track & Field (inter-school)	All students	40
Volleyball (inter-school)	All students	40
Tumbling	All students	40
Class Organizations	All classes (at teacher's discretion)	102
Audio-Visual Club	All boys	20
NUMBER OF ACTIVITIES:	TOTAL 7TH-8TH ENROLLMENT:	
9	102	

[a] From listing given by principal in an interview.

School F, a junior high school with a three-year program of studies, offers its pupils more than 50 subject selections for grades seven, eight, and nine. As the reader will note in Table 57, pupils in the seventh grade have but one area for the choice of an elective, and that choice is in the area of instrumental music. Also, it is worthy of note that English, history, and geography are presented as a three-period block of studies in a self-contained classroom situation. In the second year of the program of studies in School F, pupils are given a much broader choice of subject matter, with but five required activities (Table 58). The ninth grade student, in contrast with the seventh grader, finds himself with more electives than he has time to pursue (Table 59). However, if he has selected his subjects with care in the first two grades, the ninth grader has opportunity for advanced sections in several subject matter areas.

The program of instruction at School F is largely a college preparatory program. Home economics and industrial arts are offered to pupils in all three grades, but due to limited facilities and the lack of emphasis in a college-prep school, the vocational or prevocational areas provide little depth for the interested pupil. Recent subject matter additions to the curriculum have been exclusively academic--world history, world geography, and geometry. World history will be dropped at the end of the school year from the junior high school program and will be returned to the 10th grade in high school. Within the program of studies, there is but one provision for remedial instruction, and this is an offering in developmental reading.

TABLE 57

SCHOOL F

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
Self-Contained Classroom (English, History, and Geography)	X	
Mathematics	X	
Physical Education	X	
Art	X	
Music	X	
Home Economics (girls)	X	
Industrial Arts (boys)	X	
Beginning Strings		X
Orchestra		X[b]
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
9	7	2

---

[a] Taken from mimeographed teacher assignment and class schedule.

[b] Limited to pupils with previous instrumental training.

TABLE 58

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Mathematics	X	
Algebra		X[b]
American History	X	
Health-Science	X	
Physical Education	X	
Art		X
Music (vocal)		X
Music (instrumental)		X
Industrial Arts (boys)		X
Home Economics (girls)		X
Latin I		X
French I		X
Spanish I		X
Intermediate Band		X
Band		X
Developmental Reading		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
17	5	12

[a] Taken from mimeographed master schedule of school.

[b] May be taken in lieu of mathematics.

TABLE 59

Program of Studies
(9th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Mathematics (Gen.)	X	
Algebra		X[b]
Geometry		X[b]
General Science	X	
Physical Education	X	
Latin I		X
Latin II		X
Spanish I		X
Spanish II		X
French I		X
French II		X
General Business		X
Typing		X
Geography		X
World History		X
Home Economics (girls)		X
Industrial Arts (boys)		X
Art		X
Dramatics		X
Vocal Music		X
Intermediate Band		X
Senior Band		X
Theory and Strings		X
Journalism		X
Developmental Reading		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
26	4	22

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[a] Taken from mimeographed schedule.

[b] May be taken in lieu of general mathematics.

There is no formal enrichment program in School F, yet such offerings as modern mathematics for college-bound seventh grade students, algebra for eighth grade pupils, world history for ninth grade students, and three foreign language offerings for eighth grade students might be considered as enrichment opportunities. Televised instruction is utilized as an adjunct to regular classroom instruction in some 13 classes in four subject areas (science, social studies, modern languages, art). School F also makes use of a language laboratory for its modern language instruction.

In response to the question about strengths and weaknesses of the local program, the principal of School F identified as the strongest aspect of his program the teaching staff with whom he worked. The director of guidance suggested that the chief strength of the program was its academic preparation. The teachers who were questioned identified as strengths of the program the school pride and the tradition which underlies the total operation. Weaknesses of program cited by the principal seemed to be chiefly in the area of character and citizenship education. The guidance personnel felt that the school needed more offerings at the remedial level, to provide for the youngsters now neglected by the regular program. The teachers suggested as weaknesses the repetitiveness of much subject matter content now being offered at the secondary school level. Also, the teachers interviewed felt that the school program lacked the essential pre-vocational and vocational offerings which are required of a truly comprehensive school program.

School F provides for its pupils some 17 extra-class activities, which are listed in Table 60. Other than indicating that the busing in of 300 pupils tended to limit the effectiveness of the extra-curricular program, none of the instructional personnel expressed a desire for more extra-class activities, or for the reduction of such activities.

School G represents the junior high school with a three-year program that has the fewest subject offerings for all grade levels with a total of only 34 activities. However, several of the subjects included in the program of School G as elective offerings represent subjects not found in any of the other school programs. These include "auditorium," "library," and "general language." "Auditorium" represents an introductory speech, drama, poise activity for junior high age youth. "General language" is a survey of the larger area of modern languages. Finally, "library" is an offering designed to give the new junior high school students a working acquaintance with the library, its facilities and uses. With the exception of the courses just described, most of the other offerings in School G's program are typical of those found in any junior high school program (Tables 61, 62, and 63).

The program presented by School G is modified in part by the physical plant in which it is set. Prior to the present year the school served grades K through 9. However, the building now houses grades seven through nine. The plant, which was constructed to serve an elementary school populace, lacks many of the facilities of secondary schools, such as shops, homemaking suites, etc. As a

TABLE 60

SCHOOL F

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Art Club	All pupils	25
Betty Lamp Club	All girls	51
Boys Leaders Club (athletics)	All boys	52
Camera Club	All students	39
Conservation Club	All students	51
French Club	All French pupils	40
Junior Red Cross	All students	131
Latin Club	All Latin pupils	56
Recreational Reading	All students	38
Statesman	All students	18
Spanish Club	All Spanish pupils	44
Science Research	All students	15
Y - Teens	All girls (8th & 9th)	232
Hi - Y	All boys (8th & 9th)	128
Library Club	All students	53
Projection Club	All students	122
Future Teachers Assn.	All students	93

NUMBER OF ACTIVITIES:	STUDENT ENROLLMENT:
17	1021

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[a] Taken from mimeographed list of activities.

TABLE 61

SCHOOL G

Program of Studies
(7th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Mathematics	X	
Social Studies (Geography & History)	X	
Health & Physical Education	X	
Art		X
Homemaking (girls)		X
Industrial Arts (boys)		X
Music		X
Auditorium		X
General Language		X
Library		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
11	4	7

[a] According to information sent to researcher by principal.

TABLE 62

Program of Studies
(8th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Mathematics	X	
Social Studies (American History & Civics)	X	
Science	X	
Health & Physical Education	X	
Homemaking		X
Industrial Arts		X
Art		X
Music		X
Library		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
10	5	5

[a] Information sent to researcher by school principal.

TABLE 63

Program of Studies
(9th Grade)

Subjects Offered[a]	Required	Elective
English	X	
Mathematics	X	
Social Studies (World History)	X	
Physical Education	X	
Typing		X
Homemaking (girls)		X
Industrial Arts (boys)		X
General Science		X
Spanish		X
French		X
Auditorium		X
Algebra		X[b]
Library		X
SUBJECT OFFERINGS:	REQ. SUBJECTS:	ELECT. SUBJECTS:
13	4	9

[a] According to report of school principal.

[b] May be taken in place of the mathematics requirement.

result, the program in School G is a narrow academic program with few extra-academic and few extra-curricular offerings. Added to the new program during the past year have been academic subjects such as French, Spanish, and Introduction to Algebra. In addition, the school has included within its mathematics program the content and materials of the SMSG modern mathematics program. The foreign language areas have for their use a modern language laboratory.

The remedial aspects of the program in School G include remedial instruction in the areas of reading and arithmetic. In addition, the school provides a seventh period of instruction each day, designed originally for extra instruction (enrichment) in such areas as art and science. However, the after-school instructional period is available to youngsters in need of extra help; thus it could also be considered as remedial in nature. The enrichment activities of the school program have come through the seventh period extra study help, and through grouping of youngsters into "academically talented" groups for special instruction. An indirect form of enrichment in the instructional program accrues to the youngsters through the cooperative efforts of teachers who are working together in broad-field and in unit areas. For example, several of the English and social studies teachers are working together in the presentation of units and concepts. Another area of cooperation is that of vocational guidance, in which case the English teachers and the guidance director have worked together on a career unit.

The principal of School G identified as strengths of the program the individualization of studies, teacher understanding, good instructional techniques, and professional concern and conduct. The director of guidance felt that the total environmental setting provided stability and security to program and participants. Teachers cited as the outstanding facet of the larger program the provision of special ability classes for the youngsters who could benefit from such special attention. Cited by the principal as weaknesses, needs, and limitations on the program were such concerns as the narrowness of curriculum; the need for more help for youngsters at both ends of the ability scale; the need for an ungraded situation in seventh and eighth grades; and the limitations on program created by tradition and conservatism. The concern of the director of guidance centered on the lack of more practical experiences within the program. According to the guidance director, the school needed increased offerings in the areas of shop, business education, home economics, and physical education. Finally, the teachers who were interviewed felt that the program was too narrow, and that it provided no variety for youngsters who were not academically inclined.

As was indicated in an earlier paragraph, the lack of physical facilities has tended to limit curricular and extra-curricular activities. This limitation is reflected in the list of extra-class involvements contained in Table 64. Also, the principal of School G echoed the concern of other administrators when he noted that the availability of teacher sponsors was probably more a determiner of the success or failure of extra-class programs than such factors as plant, money, or materials. Many clubs and activities would probably develop and flourish if interested sponsors were available. However, teachers are generally so busy with other concerns that they do not have the time or inclination to provide leadership in the development of extra-academic pupil activities.

TABLE 64

SCHOOL G

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Public Speaking	All students	12
Radio Club	All students	41
Camera Club	All students	12
Art Club (mosaics)	All students	7
Girls' Modern Dance Club	All girls	43
Athletic Club	All boys	18
Ensemble Glee Club	All students	67
Hobby Club	All students	18
NUMBER OF ACTIVITIES:	STUDENT ENROLLMENT:	
8	646	

[a] As reported by school principal on a printed inventory form.

In the privileged area junior high schools, as in their counterparts in the depressed areas of the cities, the program of studies is structured for seventh grade pupils but becomes less structured in the eighth and ninth grades. The courses which are required of pupils are similar in the privileged schools to those in

TABLE 65

Programs of Study for Privileged
Area Junior High Schools

School	Subject Offerings: Req. and Elect.						Extra-Curricular Activities
	7th Grade		8th Grade		9th Grade		
	R	E	R	E	R	E	
School A	10	6	7	12	3	21	31
School B	10	6	9	7	4	14	37
School C	11	4	11	7	4	17	12
School D	9	5	9	13	6	17	23
School E	12	0	10	0	(none)		9
School F	7	2	5	12	4	22	17
School G	4	7	5	5	4	9	8
MEAN	9	4	8	8	4	17	20

the depressed area schools. The electives which are available to pupils in the privileged area schools, though similar to those of depressed area schools, are more numerous and more varied. School A, for example, offers three foreign languages for seventh graders while its counterpart, Depressed Area School A, offers but one foreign language. School C, as another example, offers its ninth graders typing, project science, dramatics, news writing, and an extra shop course--all of which are offerings not available to ninth graders in Depressed Area School C.

The curricular emphasis found in the programs of the privileged area junior high schools is on academic preparation of youngsters for higher education. In addition to the academic emphasis, programs reflect a planned enrichment of pupil experiences, with new credit and non-credit activities often added to the program. Rather than remedial reading, for example, the privileged schools provide reading enrichment classes or courses. The seeming adequacy of the academic programs in privileged area schools is reflected in the response of teachers and administrative personnel to the question, "How adequate is your school's program?" All respondents seemed to agree that the program was quite strong, and very few could suggest needed additions. A growing concern about the program was expressed by several counselors and school principals, when they cited a need for more offerings to meet the needs and interests of the non-college-bound youngsters coming to their schools. Also, there was recognition of a need for provision of instruction for the youngsters found at the extremes of learning ability--the slow learner and the high achiever.

In nearly all of the privileged area schools there was some use being made of the newer instruc;tional equipment and materials. All but two of the schools claimed the use of modern mathematics materials. Most of the schools were engaged in some form of experimental activity, with the intent of improving instruction or curricular offerings. These efforts, however, would be classified as local "action research."

The number and kind of extra-curricular offerings did not vary significantly from those found in depressed area schools. With but three exceptions, the privileged area schools expressed an interest in improving and enlarging their extra-curricular programs.

Again, as in the case of depressed area schools, the key to the extent and success of the extra-curricular program seemed to lie with the quality and availability of teacher sponsors. The researcher was impressed with the polarity of teachers' perceptions of the extra-curricular program when compared with the views of guidance counselors and school principals. In nearly every privileged area school the teachers interviewed expressed the opinion that the school provided too many, or at least sufficient, extra-class activities. The teachers felt that more out-of-class activities would only detract from the effectiveness of the instructional program. In contrast, counselors and principals generally cited the need for more and better extra-class activities, pointing to the essentiality of experiential as well as academic development in all pupils.

Organization and Functions

The fourth of the five dimensions of instructional programs to be considered in this study is that of organization, functions, and services of the larger program. In the following section there has been included a description of the organizational structure of each school, as it influences the instructional program. For example, such aspects of organization as number and lengths of periods of instruction,kinds of special activity periods, length of the school day, and length of the school year are discussed. Also, there has been included a description of other aspects of organizational activities such as departmentalization, grouping for instruction or guidance, special services and functions, and activities which serve to benefit the pupils and to improve the effectiveness of the program. Finally, whenever there are services or activities accruing to the pupils and the program from outside agencies, mention will be made of the services as they have impact on the program.

Depressed Area Junior High Schools

Junior High School A is organized into a seven-period day with each period lasting 55 minutes. All pupils have six classes and a lunch period each day. In addition to the six 55-minute periods, all pupils attend a 20-minute homeroom at the beginning of each day. During the homeroom period the teacher takes attendance, collects absence excuses, and performs other services necessary to keeping pupils informed about school policies and activities. Pupils have available to them 5 hours and 50 minutes of instruction, exclusing the period for lunch, and the school year includes 183 days of classroom activities.

The school has provided for departmentalization of staff and instruction and has a department head in the areas of language arts, social studies, science, mathematics, physical education, home economics, and industrial arts. School A does not practice any form of planned grouping for instruc;tion, though it had the practice until last year. Some "natural grouping" does occur, however, as a result of the courses pupils select as electives. Also, because of the city policy of semester promotions, some pupils fall into an "A" or "B" class.

Several services are available to pupils in School A on a part-time or full-time basis. First, two counselors provide such services as individual and group counseling, testing and test interpretation, programming of pupils, and educational and vocational guidance. The tests administered to the pupils in School A are the same as those utilized in a city-wide testing program, including the Iowa Test of Basic Skills, the Mechanical Reasoning Test, the Stanford Science Test and the Lorge-Thorndike Test. If further tests seem desirable, students are referred to the Department of Psychological Services. In addition to the counselor services, School A has the services of a School Welfare Counselor, who provides for school-home contacts and for special help or referral of youngsters in need of physical or social help. The services of a school psychologist, a speech therapist, and a doctor and school nurse are available to pupils on a part-time basis. School A provides for its pupils a reading center with the full-time services of a reading teacher. Finally, a small library is available for use by pupils in the school, with the services of a full-time librarian. The library is currently short of books and reference materials (no figures were available) and there is seating capacity for only 50 pupils. However, money has been made available for building up the library, and the new librarian is working to improve the facilities and services.

School A has no facilities or provision for study halls; rather, the 55-minute class period is supposed to include time for supervised study for students. One local university sends students to School A in the afternoons to provide tutorial help to the pupils. Another university sponsors an after-school study hall, conducted by teacher-trainees. Finally, School A does not have a parent-teachers organization, but does have a local school-community council with an average membership of some 35 persons. Members of this agency provide lay help to the school in building better school-home communication and cooperation.

Junior High School B offers an eight-period day in which pupils are in class for 41 minutes during each period. In addition to the class periods, all pupils have a 15-minute homeroom period at the start of each day plus a 30-minute lunch period. Homerooms serve as the key organizations for group guidance, for instruction in school policies, and for the development and conduct of student activities. The length of the day for instructional activities, exclusive of lunch and passing times, is 5 hours and 43 minutes. The school year consists of 182 days of classroom activities.

School B has made provision for departments of instruction with a department head over each area. Students are grouped for instruction, with grouping based upon scores from standardized tests and upon past achievement. Three groupings are utilized for purpose of instruction--high, average, and low.

Three counselors provide guidance services which include the enrolling and programming of students, individual and group guidance activities, testing and test interpretation, and working with attendance problems. Tests administered to pupils in School B are those given on a city-wide basis, including the California Test of

Mental Maturity, the Metropolitan Achievement Test, and the School and College Aptitude Test. Special services provided by School B include the facilities and the instructional services of a remedial reading program (one teacher) plus several self-contained special education classes for slow learners. In addition, the part-time services of a school nurse are available to pupils in the school. The facilities of a library and a full-time librarian are available to local pupils, with some 8000 volumes of books in the library and with available seating space for 48 students.

Study halls are provided in School B, and the eight-period day allows all pupils to have this in-school opportunity for study. Teachers are present in study hall situations to provide study help. Finally, School B does have a parent-teacher organization which provides a major avenue of school-home contact.

Junior High School C is organized to offer nine periods of instruction per day, with 40 minutes in each period. The length of the instructional day for students, including a 15-minute homeroom period but excluding lunch and passing time, is 5 hours and 35 minutes. School is in session for 183 days during the academic year.

The instructional program of School C is departmentalized with chairmen assigned to the several academic and non-academic areas. Pupils are grouped for instruction in School C with grouping based upon the results of standardized testing programs. Also, students are naturally sectioned because of two-semester promotion practices.

Services available to pupils in School C include the guidance services provided by two counselors. In this program counselors serve as orientation personnel for new pupils, as individual and group guidance persons, as educational and vocational counselors, and as advisers to extra-curricular activities. Testing services which are provided by the school for its pupils and which are administered by the guidance staff, include a test of science achievement for new seventh graders, a test of reading achievement for beginning eighth and ninth grade pupils, with special testing of selected students using the Differential Aptitude Test and the National Educational Development Test. Special services available to pupils in School C include a program for the improvement of reading, with a full-time reading teacher. The services of a library with 11,288 volumes of books, with seating space for 60 students, and with the full-time direction of a librarian and two clerks are available to students. Finally, there are within the local staff four full-time lay teacher assistants available to help pupils and teachers.

Because of the adequate number of instructional periods, provision is made for study hall participation for all students. During the one or two periods provided for individual study, instructional supervisors (teacher assistants) are available to help students. School C does have a parent-teacher organization to promote school-home contacts; however, the nucleus of this organization has only about 25 parent participants.

Junior High School D operates on an instructional schedule with six periods of 55 minutes with an 8-minute homeroom session preceding the first period of each day. The time allotted each day to instructional activities, exclusive of lunch time and passing periods, is 5 hours and 38 minutes. The school year consists of 188 days during which classes are in session.

Although School D supports the cooperative efforts of department members, it has not formally created departments nor assigned department heads. Students are grouped "homogeneously" for instructional purposes, with the results of standardized tests and past performance serving as determinants of group assignments. Groupings used are those suggested by the city system, including college preparatory, academic, general, and basic students.

Services available to students in School D include the individual and group guidance services of two counselors. Testing of pupils is conducted by the central office staff of the city system, with the Stanford tests of Reading, English, and Arithmetic, and the Lorge-Thorndike administered to sixth graders. Eighth graders receive proficiency tests, and the ninth graders are given the Terman-McNamar Test. The special help of a school doctor and school nurse are available only on a limited, part-time basis. Remedial help is available to pupils through classes in reading instruction and through a special education program for slow learners. Library services available to the pupils of School D include 9704 volumes of books, seating capacity for 46 students, and the full-time services of a librarian.

Junior High School E operates on the basis of eight periods of instruction per day with each period having a duration of 45 minutes. The length of the school day, excluding time for lunch and for passing periods, is 6 hours. The length of the school year for School E is 182 days.

School E does not serve a pupil population sufficiently large to require formal departmentalization. Teachers provide instruction in their specialty area, trading classes with teachers who have other specialties. The only form of grouping in School E is that in which students are grouped for instruction in reading.

The only counseling services available to pupils in School E are those which the homeroom teacher or the principal of the school provide. Testing activities are conducted by the central school office. Students in the seventh grade are given the Lorge-Thorndike Intelligence Test, the Iowa Basic Skills Achievement Test. Finally, the Stanford-Binet Intelligence Test is administered to low achievers in both grades seven and eight. Social studies tests are given at the end of each half year in grades seven and eight. The services of special personnel such as medical and psychological consultants is available by request only. School E does have a full-time remedial reading program, with the services of a trained teacher and with special reading materials. The school does not have a central library or librarian. Rather, each self-contained classroom has a room library with the teacher in charge of books and materials. The precise number of books and periodicals available was not available to the researcher.

A program of after-school activities for students in School E is operated under the auspices of the city school system with some outside financial support by a large philanthropic foundation. In this program pupils are given opportunity to receive remedial and/or enrichment help in curricular concerns, as well as the opportunity to engage in various extra-curricular activities. As a part of a district-wide program for the building of school-community cooperation, an active Mothers' Club and a parent-teachers organization provide closer contacts. Cooperative school-city-business programs have been developed to provide pupils with out-of-school social and cultural experiences at no cost to the pupil or his family.

Junior High School F offers nine periods of instruction during a regular school day with 41 minutes in each period. The amount of instructional time available to students, exclusive of a period for lunch and for passing time, is 5 hours and 28 minutes. The length of the school year for School F is 183 days.

Students are grouped for instruction in School F, with four groupings determined by reading ability. These groups, which are defined by city policy, include able learners, regular students, modified groups, and special education pupils.

The services of two counselors are available to students of School F, and such activities as individual and group counseling, administration and interpretation of testing, placement of pupils in classes, and the provision of educational and vocational information are provided. Testing programs which involve most pupils include the Henmon-Nelson Intelligence Test and the Nelson Reading Test which are given to seventh graders; the Botel Reading Test, the Los Angeles Diagnostic Arithmetic Test and the California Language Test given to eighth graders; the Kuder Preference Inventory, the Differential Aptitude Test, and the Ohio State Psychological Test which are given to ninth graders; and the Gilmore Oral Reading Test and the Peabody Picture Vocabulary Test which are given to some individual students. Special services are provided students and parents through the activities of an attendance teacher and two visiting teachers. The visiting teachers serve as school-home liaison persons and as social workers. The services of a school nurse and school doctor are available to pupils on a part-time basis, with such persons available whenever called in by the school. Remedial instructional help is available to students through the remedial programs provided in reading and mathematics. Enrichment opportunities are provided in the form of able learner groups in the subject areas of science, mathematics, and language arts. Library services are available to students in a central library with 5687 volumes of books, with seating capacity for 60 students, and with the services of a full-time librarian.

With the number of periods offered during a regular school day, students are encouraged to make use of study halls. A general policy of requiring homework equivalent to time spent in class, as well as the use of an assignment notebook, has strengthened the place of a study hall in each student's program. School F has a parent-teacher organization which is working to promote school-home cooperation. At this time, however, a large portion of the development of cooperative relationships is being done by the visiting teacher program.

Junior High School G offers six periods of instruction with 50 minutes for each period. In addition, the schedule includes a 20-minute homeroom at the beginning of school and a 5-minute homeroom at the end of the day. Total instructional time available to students in a regular day is 5 hours and 30 minutes, excluding time for lunch and for passing periods. The length of the school year for students in School G is 186½ school days.

Departmentalization is practiced in School G in both academic and non-academic areas. Students are not generally grouped for instruction, with the exception of pupils in special education classes, and except in the case where one or two sections of able learners have been segregated for experimental purposes.

Services available to the students at School G include those provided by four school counselors. The guidance office provides individual and group counseling, programming of students, orientation to new school settings, educational and vocational guidance, and conferences with parents. Testing and test interpretation is done by each of the counselors. Tests administered to pupils in School G include the Differential Aptitude Test and the Iowa Test of Basic Skills, both of which are administered to eighth grade students. Also, the California Test of Mental Maturity is given to all second-semester seventh graders. Special services are available to pupils through part-time specialists from the central office. A visiting teacher and a corrective speech teacher are available to the school for one day per week on a regular basis. Other personnel, such as health and psychological workers may be requested by the school whenever need for them arises. The special need for remedial services is available to students in such offerings as remedial reading and remedial mathematics, or in the sections formed for special education students. Enrichment activities are provided for students in the several specially created able learner sections or in such sections as the special art class for talented students. The services of a central library are available to students with some 6070 volumes of books, with seating space for 160 students, and with the full-time services of a librarian.

There are no study halls in the program of School G. Rather, the longer instructional periods have been provided with the intent that part of each period will be used for teacher-supervised study. There is a new tutorial program within the school, however, which has been created as an in-school and after-school stimulant toward academic involvement by interested students. Tutorial assistance is provided by the regular teachers who receive compensation for their extra services.

School G has been attempting to build closer school-home working relationships, hoping to improve the image of the school and to secure better pupil activities. The principal, who is new to this school setting, has been actively engaged in working with local civic and social groups, hoping to develop more home and community support for the school.

TABLE 66

Organization and Services

(Depressed Area Junior High Schools)

Organization and Services	Schools						
	A	B	C	D	E	F	G
Number of Periods	7	8	9	6	8	9	6
Length of Periods	55 min.	41	40	55	45	41	50
Homeroom Period?	20 min.	15	15	8	no	no	25
Length of Day	5h.50m.[a]	5-43[a]	5-35[a]	5-38[a]	6 hr.[a]	5-28[a]	5-30[a]
School Days/Year	183	182	182	188	182	183	186½
Grouping of Pupils?	No	Yes	Yes	Yes	Yes[b]	Yes	No
Study Halls?	No	Yes	Yes	No	No	Yes	No
Central Library?	Yes	Yes	Yes	Yes	No	Yes	Yes
Librarian	1	1	1	1	0	1	1
Books	n.a.	8,000	11,288	9,740	n.a.	5,687	6,070
Seating Capacity(%)	6.0	4.0	4.0	5.0	n.a.	6.0	9.0
PTA Organization	No	Yes	Yes	No	Yes	Yes	No

[a] Excluding period for lunch.

[b] In reading class only.

A look at the organization and services of the depressed area junior high schools shows diversity in organization but similarity in service. The periods of instruction differ in number and length, yet nearly all schools provide a homeroom period. Grouping of pupils for instruction is the general practice. The use of study halls is not the practice in most of the schools visited. All but one of the schools visited had a central library. Most schools have the outside support of a parent-teacher association.

Nearly all of the schools depended upon the services of central office personnel for auxiliary or special services in the areas of health, psychiatric, and correctional care of pupils. With the exception of an occasional reading teacher, the schools had no resident correctional staff or facilities. Guidance counselors, which were available in all but one of the schools visited, seemed to provide many of the services not readily available to the school from the central staff. Most of the testing of youngsters involved the use of central office-prescribed standardized tests. However, the tests are generally administered and interpreted to the students by the guidance personnel. In addition, the guidance counselors provided such diverse services as counseling, orientation, programming, minor disciplining, health counseling, and attendance taking.

The prime personal observation which came to the researcher from his look at school organization in depressed areas was the general lack of facilities and personnel to handle the undue amount of social, educational, psychological, and physical problems brought to the school by the youngsters. In these schools all personnel have to perform many duties and services which are often done poorly, but which is not the fault of those having to provide such "substitute" aid.

Privileged Area Junior High Schools

Junior High School A is organized with a seven-period day, with periods of instruction lasting for 55 minutes each. A homeroom period of 20 minutes precedes the first period of the day, at which time such activities as attendance-taking, announcements, and group guidance are carried on. The length of the instructional day, excluding one period for lunch and passing times, is 5 hours and 50 minutes. School A is in session for 183 days during the regular school year.

Departmentalization of staff has been the practice at School A, with some planned intra-department and inter-departmental work to improve the content and methodology of instruction. Pupils are grouped for instruction in that two groups of students taking Spanish and two groups who are taking German, as well as an advanced mathematics group, have influenced the development of class schedules.

Services available in School A include guidance activities as conducted by one full-time and two part-time guidance counselors. Among the activities of the counseling office are orientation of students, programming and scheduling, individual and group guidance, and the interpretation of test results. Tests which are administered by the central school administration include the Stanford Science Achievement Test, the Lorge-Thorndike Test, and the Iowa Test of Basic Skills.

Special services such as those rendered by a school nurse, a school psychologist, and a speech correctionist are available to School A on a part-time basis or upon special request. A full-time school welfare counselor is available to work with pupils who are having personal, family, or school problems. School A provides the full-time services of a reading teacher in a well-equipped reading center, available during the day for students in need of help, and available to students after school on a voluntary basis. Library services and facilities at School A include the full-time work of a qualified librarian, a shelf stock of 4616 volumes of books, and a seating space for 90 pupils.

Because of the sufficient number of class periods, students in School A are given the opportunity to participate in at least one study hall. Facilities are available in the building for two separate study halls of 90 pupils each which are supervised by regular teachers. An opportunity is also given to students to make use of the library facilities during their lunch hour or after school if they need this for study.

School A does not have a parent-teacher organization. According to the principal, the school has received excellent parent-community support in all of its curricular and extra-curricular programs and is not in need of a PTA group.

Junior High School B offers eight periods of instruction with 41 minutes of classroom time in each period. An extra half-hour is provided during the fifth period to allow students time for lunch. Also, a homeroom period of 15 minutes is held every day prior to the first class period. Following the eighth period an activity period of one hour is made available for the conduct of extra-class activities. The length of the school day, exclusive of lunch period and passing times, is 5 hours and 43 minutes. During the current school year classes will be in session 182 days.

Departmentalization of teachers and instructional activities is practiced in School B. Departments meet once or twice a month to plan commonal activities and to share ideas and instructional help. Students are not grouped for instruction in the regular sense of the term. The only grouping is that which derives from pupil enrollment in such special courses as the foreign languages, advanced mathematics, and advanced sciences.

Services provided by the school include those of two counselors who conduct such activities as programming of students, individual and group counseling, testing and test interpretation, and orientation of new pupils to the school setting. Testing services are provided on a city-wide basis, with their administration falling under the responsibility of local guidance persons. Prior to the current year students were tested with the California Test of Mental Maturity, with the Stanford test of mathematical ability, and with the California test of reading ability. This year, however, the Metropolitan Achievement Test has become the basic test for all students in the eighth grade. The special services of health, psychological, correctional, and welfare personnel are available to the school on a part-time or referral basis. Recently added to the local program has been remedial reading instruction for students needing such help. However, at this time such help is available only during one regular class period. Library facilities are available to students, with some 6358 volumes of books, seating space for 80 students, and services of a full-time qualified librarian provided by the school.

Among the regular activities provided for the growth of students are regularly-scheduled study halls throughout the day. Also, the homeroom period and the after-school activity period provide for extra-class involvements. Finally, an active parent-teacher organization has provided community support for numerous in-school and extra-school services and activities.

Junior High School C operates on a nine-period day, with 40 minutes in each period. One of the periods serves as a lunch period giving pupils a potential eight-class session of instruction. A 15-minute homeroom session is held each day prior to the first period of classes. This homeroom provides pupils with a base of operations and is used for purposes of attendance accounting and group guidance. The length of the school day, excluding time taken for lunch and passing, is 5 hours and 35 minutes. School C is in session for 182 days during the current school year.

Areas of instruction have been departmentalized in School C, and a central office and workroom is available to each academic and non-academic area. Department heads work with teachers in their areas to promote cooperative efforts and to improve instruction in the area. In keeping with central office policy, pupils are grouped for instruction, using three groupings, academically talented, regular, and remedial sections. Determination of student placement in the groups is made as a result of scores on a battery of tests as well as P.L.R. scores of the students.

Services available to students in School C include those provided by two full-time counselors. Counselor activities include the orientation of new pupils, programming of subjects, individual and group guidance, and testing and test interpretation. Tests administered to pupils in School C include the Metropolitan Achievement Science Test for seventh graders; the Differential Aptitude Test, the Terman-McNemar and the Iowa Algebra Aptitude for eighth graders; the Standard Achievement Reading Test for eighth and ninth graders; and the Algebra-Lankton and the Geometry Aptitude for all algebra students. Special services such as health, psychological, and welfare services are available to the school on a part-time or referral basis. Remedial help is available to students through remedial mathematics and remedial English sections which are conducted by local teachers. Tutorial help is available to pupils in study hall and classroom settings through the use of two teacher assistants by the school. Also, academically talented students are utilized in leadership roles as tutors, as group leaders, and as discussion leaders, providing extra help for other pupils. The central library facilities in School C include some 12,288 volumes of books, seating for 108 pupils, and the services of a full-time librarian and two library aides.

Among the activities provided by School C are provision of regular study halls for all students. Also, as was previously noted, the services of teacher assistants and student tutors are available to pupils who wish such help. An active parent-teachers organization sponsors various in-school and extra-school programs and activities. Also, a local community booster group sponsors a Friday night program of youth activities for students of School C.

Junior High School D offers six periods of classroom instruction each day with periods lasting 55 minutes each. In addition to a 10-minute homeroom period which precedes the first class period, the fourth period is lengthened by 30 minutes to allow for lunch time.

A total instructional time of 5 hours and 40 minutes is offered each day, and the school year consists of 188 days of activities.

Although each of the instructional areas in School D operate as departments, departmentalization is not emphasized. Students are grouped for instruction, with four groupings suggested by the city administration. These groups, which are based on past performance, test results, and elementary teachers' recommendations are college preparatory, academic, general, and basic level groups.

Services available to students in School D include those of the counseling office, which has two full-time counselors. Counselors perform the services of orientation, registration, and placement of new students. In addition, they provide individual and group guidance services, test and interpret test results of standardized tests, and handle health cases when the school nurse or doctor are not available. Testing conducted by the school is the same program sponsored by the city, with the Academic Promise Test given to eighth graders and the Terman-McNemar Test given to ninth graders. Health, psychological, and correctional services are available to pupils and the school only on a part-time or referral basis. Library facilities and services at School D include 9236 books, seating for 42 students, and the services of a full-time librarian.

School D does not provide for study halls; rather, the 55-minute period is supposed to be used in part for teacher-directed supervised study within the subject areas. An active parent-teacher association, plus an actively interested community offer in-school and extra-school encouragement to students. However, there are no formalized out-of-school programs operating in the community at this time.

Junior High School E does not have regular uniform periods for instruction. Rather, groups of pupils work with a regular teacher in a self-contained classroom situation for instruction in the academic subjects. Pupils receive instruction in the non-academic areas from visiting teachers. Therefore, the homeroom teacher determines the length of time spent with various academic subjects, as well as the sequence of subjects. The school day at School E consists of 6 hours of instruction, and the school year includes 182 days of classroom activities.

School E does not have departments since individual classes work with one teacher in a self-contained classroom situation. The only grouping of pupils is that in which pupils are assigned to a self-contained classroom on the basis of high or low performance as demonstrated in sixth grade.

Special services provided for pupils in School E are of a unique nature. For example, in the areas of art, instrumental music, practical arts, and home economics, visiting teachers come into the school (or pupils go to them in another school) to provide instruction in those areas. The only form of guidance service is that which students receive from their teacher in the self-contained classroom or from the school principal. Tests are administered under the direction of the city central school office, and seventh graders receive the Lorge-Thorndike Intelligence Test; eighth graders are given the Iowa Test of Basic Skills (the results of which become the basis for tracking students for high school). School E does not have a remedial reading center but may send pupils to a nearby center for three hours of instruction per week. Finally, the school does not have a central library. Individual classes make use of room libraries. The number of books available to students in room libraries was not available. The board of education allots a certain number of books per pupil per year to each room. In School E the parent-teacher organization has in the past several years purchased over 2000 books for the 15 self-contained classrooms in the school.

In addition to the services and support of a parent-teacher organization, School E has the backing of two active local parent organizations, which sponsor in-school and extra-school social and cultural experiences for the local youngsters. Finally, the school receives the services of a husband-wife team who publish a school newspaper and various announcements for the school.

Junior High School F offers 10 periods of instruction during a regular school day, with each period having 43 minutes' duration. The earliest period of the day, called the "0" period, is provided for any special activities, and comes before the daily 15-minute homeroom period. Excluding the one period taken for lunch by all pupils and the passing times, the school day at School F consists of 6 hours and 42 minutes of instructional activities. The school year includes 183 days of classroom instruction.

There is in School F a departmentalization of teachers by subject areas, with provision made for intra-departmental cooperative efforts. Pupils are grouped for instruction in all three grades of the junior high school. In the seventh grade pupils are placed in classroom groups with level of placement determined by the pupil's I.Q., reading test score, and arithmetic test score. The same general grouping is followed in eighth grade except that readjustments are often made to allow for pupil placement in foreign language and advanced mathematics. In the ninth grade pupils are grouped according to city practice in one of three groups--accelerated, regular, or modified levels. Placement here is made on the basis of student I.Q. and standardized test scores.

The special services available to students include those provided by the three counselors in the school's guidance office. These persons work with students in individual and group guidance activities, in educational and vocational guidance, in programming and course selection, and in the administration and interpretation of some tests. The city-wide tests which are administered to pupils in School F include the Spelling Survey, the Henmon-Nelson Intelligence Test, and the Nelson Reading Test for seventh graders, the California Language Test, the California Arithmetic Test, and the Iowa Algebra Aptitude Test. Other services available to pupils include health services, psychological services, and corrective services which may be obtained by request, or which are available regularly on a part-time basis. According to the principal of School F, provision is made for remedial reading instruction. Finally, the central library provides reference and study resources to pupils in the form of over 8000 volumes of books, seating space for some 44 students, and the full-time services of a librarian.

Because of the number of instructional periods available to the students, provision is made for study halls during each period of the day. Following lunch, pupils who do not wish to participate in the noon movie program or in recreational activities may make use of a study hall or of library facilities for study purposes.

School F has an active parent-teacher organization and receives the support of this and several other community groups in the promotion of in-school and extra-school youth activities.

Junior High School G is offering six regular classroom periods of 50 minutes each with a 15-minute homeroom period prior to the first class period each day. The third period of each day has been lengthened by 20 minutes to provide time for a lunch period and a class for all students. An unscheduled period of 35 minutes' duration, called the seventh period, is provided after school on four evenings to promote special interest activities as well as make-up work. Excluding the time for lunch and for passing, students have available to them 5 hours and 50 minutes of daily instructional activities. The school year in the program of School G consists of 186½ days of class activities.

Although there is some informal departmentalization within the program of School G, a curriculum development committee in the school has been more interested in the integration of subject matter rather than in separation of curricular offerings. School G does follow the city policy of grouping of pupils for instruction, placing students in one of three categories (advanced, general, low), as determined by their test scores and by demonstrated ability in earlier school work.

The guidance services of the school are handled by the one guidance counselor in the school. This person has responsibility for the orientation and placement of new students; for educational and vocational guidance; for individual and group guidance; for programming; for attendance; for health problems and referrals; and for the interpretation of standardized tests which have been administered by the larger city school system. Tests which are administered to pupils in School G include the California Test of Mental Maturity for seventh graders; the Iowa Test of Basic Skills and the Differential Aptitude Test for eighth graders. Special services such as health and psychological help and correctional care are available to the school and pupils on a part-time referral basis. Provision is made within the program of School G for remedial help in reading and arithmetic for pupils in need of such service. Also, the school operates a "junior special prep" program in which students of average abilities, but who have emotional problems, are prepared for entrance into the regular high school program. School G has a central library with more than 3500 volumes of books, with seating facilities for 53 students, with adjacent conference and study rooms, and with the services of a full-time librarian.

Because of its lengthened class periods, as well as the after-school seventh period, School G does not make provision for regular study halls. Pupils are permitted to use library study facilities when their teacher provides them with a library pass.

School G has the support of an interested community and of a strong parent-teacher organization for in-school and extra-school pupil activities. A current emphasis by the school administration is on the development of stronger school-home communication and cooperation in building a broader extra-curricular activity program.

TABLE 67

Organization and Services

(Privileged Area Junior High Schools)

Organization and Services	Schools						
	A	B	C	D	E	F	G
Number of Periods	7	8	9	6	SCC[b]	10	6
Length of Periods	55 min.	41	40	55	--	43	50
Homeroom Period?	20 min.	15	15	10	no	15	15
Activity Period?	no	60 min.	no	no	no	no	35 min.
Length of Day	5h.50m.[a]	5-43[a]	5-35[a]	5-40[a]	6 hr.[a]	6-42[a]	5-50[a]
School Days/Year	183	182	182	188	182	183	186½
Grouping of Pupils	yes	yes	yes	yes	no	yes	yes
Study Halls?	yes	yes	yes	no	no	yes	no
Central Library	yes	yes	yes	yes	no	yes	yes
Librarian(s)	1	1	1	1	-	1	1
Books	4,616	6,358	12,288	9,236	-	8,000	3,500
Seating Cap.(%)	10.0	7.0	10.0	5.0	-	4.0	8.0
PTA Organization?	yes	yes	yes	yes	yes	yes	yes

[a] Excluding period for lunch.

[b] Self-contained classroom.

The privileged area schools visited, like their counterparts, had diversity in organization but similarity in services provided. Whereas the schools differed significantly between cities in number and length of periods, these organizational features are very similar for schools within the same city. Compare Table 66 with Table 67. The grouping of pupils for instruction is nearly universal with the privileged area schools. Also, the provision of study halls is more popular in these schools though Schools D, E, and G and their depressed area counterparts did not utilize them.

A look at Table 67 shows that there is considerable difference in library facilities provided by the privileged area schools. An interesting comparison of the numbers of books available and the seating space for these schools with those available in the depressed area schools (Table 66) shows a similarity in numbers of books but an advantage in seating capacity in privileged area schools. This difference is not surprising, however, because the more modern buildings were planned to include larger library facilities.

Generally speaking, the privileged area schools had the advantage of better facilities for the local provision of special services and activities. This has come, in part, from the newer school plants and facilities.

The guidance services provided by the school counselors are similar to those of their counterparts in the depressed area schools. However, more of the counselors' time in the privileged area schools is devoted to testing, test interpretation, and to programming--areas of academic concern rather than personal, social, psychological, or physical problems. Tests which are administered by the counselors are generally those recommended or required by the larger city system. However, counselors in the privileged schools mentioned that they were allowed to utilize other tests if they so desired.

As in the case of depressed area schools, special services--health, psychological, and correctional--are available to the school on a part-time or referral basis. In no instance, however, did staffs in these schools indicate that there was need for further help or facilities--which was in contrast to the expressed needs of depressed area schools.

Administration and Staff

The final dimension of instructional programs to be considered in the present study is that of the administration and staffs of the schools studied. An effort was made to obtain as much relevant information as possible about administrators and faculties of each school in an attempt to provide for descriptive insights. Information included in the following section consists of the number and kinds of administrators in each school, the number of guidance and instructional personnel, the number of library personnel, and the secretarial-clerical help in the school. Whenever it was available, the researcher has made use of information to provide insight into the preparation, the tenure and experience, and the areas of assignment of various personnel. An attempt has been made to give the reader a comparative look at the sizes of staffs as well as the resultant ratio of staff members to pupils. Finally, a review of the commonalities and dissimilarities of school staffs has been given at the end of each category of schools.

Depressed Area Junior High Schools

Junior High School A, with a staff of 44 full-time teachers, and with an enrollment of 863 pupils, has three regular administrators. In addition to the school principal, the school has a vice principal who is in charge of attendance and discipline problems, and an assistant to the principal who is charged with regular administrative matters. This is the first year in their present positions for all of the administrators. During the past year the school had some difficulties with pupils, and the principal and vice principal, who had been teachers in the school for a number of years, were moved up to their present positions. The assistant to the principal was brought in as an unofficial "trouble shooter" from another junior high school. School A has the services of a full-time welfare counselor, who works as a liaison worker between the school, the home, and community agencies. With the services of the welfare counselor, School A has an equivalency of four administrators, giving it an administrator-pupil ratio of 1 to 216.

School A has two counselors who teach one class each but devote the remainder of their time to guidance work. The counselors, a man and a woman, serve 863 pupils which is a 1 to 432 counselor-pupil ratio. The school also has a "lay worker" available throughout the day to help teachers and other school personnel with groups of pupils. A full-time librarian is also available to the pupils and the staff, which represents a librarian-pupil ratio of 1 to 863. Finally, four secretary-clerks are assigned to the administration and faculty in School A making a secretary to pupil ratio of 1 to 216.

The instructional staff of School A consists of 44 full-time teachers, one of whom is a special reading teacher, and three of whom are special education teachers. The number of teachers available provides a 1 to 19.6 teacher-pupil assignment. All but one of the teachers in School A meets the current requirements for teaching in his area. Only three teachers have a teaching load of over 170 students. Approximately half of the teachers assigned to School A are white, and half are Negro; the school is virtually all Negro.

Junior High School B, with a staff of 42 teachers and an enrollment of 1126 students, has two administrators, a principal and an assistant principal. Both of the administrators hold masters' degrees; the principal has had 13 years of experience in other schools, the assistant principal has had 7 years of experience in other schools. This is the second year for both in their current assignments. With an equivalency of two administrators, School B has a 1:563 administrator-pupil ratio. Two secretary-clerks are on assignment in School B, serving administrators, guidance staff, and teachers. Based on pupil enrollments, the secretary-pupil ratio is 1:563.

Three counselors form the guidance staff of School B, giving the school a 1:375 counselor-pupil ratio. All of the guidance personnel hold masters' degrees, and all have considerable experience in teaching. One counselor, who is new this year, has eight years of experience in other schools. The second counselor, who is in his second year in this assignment, had 9½ years experience in other school settings. The third counselor has been in this assignment for four years, and had 20½ years of experience prior to this assignment.

The school librarian, who holds two bachelors' degrees, serves the entire student enrollment, making a 1:1126 librarian-pupil ratio. A total of 42 teachers comprise the instructional staff. Five of the staff are Negro teachers, yet the student body is about fifty per cent Negro, fifty per cent white in racial make-up. In educational preparation, 38 of the teachers hold bachelors' degrees, 3 have masters' degrees, and 1 teacher has no degree. The average number of years of teaching experience for the staff as a whole is seven years. Of these seven years an average of four years has been in this school and three years of experience has been in other assignments. According to the school principal, only four teachers are new to the staff this year. With respect to teaching load, 13 teachers have more than six periods of instruction and 17 teachers have more than 170 pupils assigned to them for instruction. Finally, in light of the number of teachers assigned to School B, the current teacher-pupil ratio stands at 1:26.8.

Junior High School C, with 1526 pupils, has three full-time administrators, making a 1:509 administrator-pupil ratio. The school principal holds a master's degree and has 14 years of school experience, 3½ of which are in his current assignment. The two assistant principals, a man and a woman, also have masters' degrees, and represent 39 years and 10 years of experience respectively. This is the first year for the woman in her current assignment, and is her first year at this school.

Two counselors, a man and a woman, serve the entire school enrollment representing a 1:763 counselor-pupil ratio. Both counselors hold masters' degrees. One has 16 years of experience, 13 of which have been in this school. The other has 12 years of experience, only one of which has been in his current assignment.

In addition to four secretary-clerks assigned to the school at large, the librarian has two adult clerks. This larger secretarial staff gives a 1:254 secretary-pupil ratio. The librarian-pupil ratio would be 1:1526 were it not for clerical help. With this help, however, the ratio is narrowed to 1 library person to 509 pupils. School C has an additional support in the form of four full-time teacher assistants who are available to help teachers and other staff members with supervisory duties.

The instructional staff of School C consists of 53 teachers, approximately one-third of whom are white and two-thirds of whom are Negroes. In addition to the full-time teachers, there is a part-time teacher as well as the four teacher assistants. With this extra personnel, the teacher-pupil ratio is reduced to 1:26.5 for the school. The educational preparation of the teaching staff ranges from one teacher with no degree to 37 teachers with bachelors' degrees, 15 teachers with masters' degrees, and one teacher with a doctorate. Ten teachers are new this year to the school. The average amount of experience for the staff as a whole is seven years.

Of this number, the average length of time for staff members in this school is 3.7 years; the average amount of experience in other schools is 3.3 years. Finally, with regard to teachers' loads, 44 of the staff are assigned more than 170 pupils per day for instruction.

Junior High School D has three administrators, a principal, an assistant principal, and an administrative assistant (an intern), who serve a school enrollment of 1009 pupils. With these figures an administrator-pupil ratio of 1:336 is obtained.

Two counselors serve the entire student population, representing a 1:505 counselor-pupil ratio. Both counselors hold masters' degrees and both have been in this school for four years. Prior to this assignment one counselor was in another school for two years; the second counselor had no other experience.

The clerical help in School D consists of the services of two full-time and one half-time secretary-clerks, a ratio of 1 secretary to 404 students.

One librarian is available to students and staff at School D, which represents a 1:1009 librarian-pupil ratio. The librarian holds a master's degree and had three years of school experience prior to coming to School D this year.

The teaching staff for School D consists of 46 teachers, three of whom are special education teachers. According to the school principal, the staff is young in age. Two of the teachers do not hold college degrees, 25 have bachelors' degrees, and 19 hold masters' degrees. Eight teachers are new to the staff of School D;

the average length of time that staff members have served in this school is two years. The average number of years of experience outside School D is four years. An overall average of professional experience for all staff members is six years. Finally, in light of staff numbers and pupil enrollments, a ratio of 1 teacher to 21.9 pupils is obtained.

Junior High School E,with a pupil enrollment of 735, has two administrators, a principal and an administrative assistant. Although the resultant administrator-pupil ratio is low (1:368), School E has no counselors so the administrators and teachers assume extra responsibilities. Only one secretary-clerk is available to the administration and staff in School E, a ratio of 1 secretary to 735 pupil enrollments. There is no librarian in School E, which adds to the duties and responsibilities of teachers and administrators.

Serving on the instructional staff of School E are 20 full-time teachers and 4 part-time teachers, giving an equivalency to the school of 22 teachers. This number, when matched with pupil enrollments, equals a 1:33.4 teacher-pupil ratio. Data on the individual teachers were not available to the researcher. However, for the teachers interviewed, the average tenure in School E was 5½ years. All teachers interviewed by the researcher had bachelors' degrees, but educational data on other teachers could not be obtained.

Junior High School F, serving a pupil enrollment of 1043, has on its administrative staff a principal and a vice-principal. Both officials have masters' degrees; the principal has 30 years of school experience and the vice-principal has 15 years of experience. This is the fifth year and the fourth year, respectively, in School F for the principal and the vice-principal. Because the two administrators are aided by an attendance teacher and a visiting teacher who work with many of the school-home contacts, the administrator-pupil ratio has been lowered to 1:348.

Two persons make up the counseling staff in School F, with one person serving on a half-time basis and the other working full-time. A counselor-pupil ratio of 1:695 currently exists in School F. The full-time counselor holds a master's degree and has five years of school experience, one of which has been in the present assignment. The half-time counselor holds a bachelor's degree and has ten years of experience, three of which have been in this school.

School F has two secretary-clerks, one full-time and one half-time, to serve the entire school. The resultant secretary to pupil ratio is 1:695.

In addition to the attendance teacher and the school-home visiting teacher, School F has the services of one librarian, a librarian to pupil ratio of 1:1043. The librarian's educational preparation consists of a bachelor's degree.

The instructional staff of School F consists of 37 teachers. In educational preparation, 27 teachers hold bachelors' degrees and 10 have masters' degrees. Although the principal of the school indicated that teacher turnover has been a problem (15 new teachers added two years ago, 14 new teachers added one year ago), the average tenure in the school for the staff at large is 5.5 years. The average experience per teacher outside the current assignment is about six years. The overall average number of years of experience for the total teaching staff is 11.5 years. The ratio of teachers to pupils in School F is 1:28.2. Finally, with respect to teacher load, 34 of the 37 teachers in School F work with 170 or more pupils each day.

Junior High School G, with a pupil enrollment of 1758, is directed by a principal and an assistant principal, a 1:879 administrator-pupil ratio. The principal, who holds a doctorate, was a teacher in this school until 1957, at which time he was transferred to another professional assignment. This is the first year in this position for the principal, who was an assistant principal prior to the assignment.

Four full-time counselors serve the student populace, a counselor-pupil ratio of 1:440. One librarian is charged with library services for the entire student body, a librarian-pupil ratio of 1:1758. The school has the services of an equivalent of 4.5 secretary-clerks, a secretary-pupil ratio of 1:391.

The instructional staff of School G consists of 64 full-time teachers plus department heads and part-time teachers which make up an equivalency of 76.85 total teachers. The teacher-pupil ratio at School G is 1:22.9. Although personal and professional data was not available for staff members, the researcher found that the average tenure for the teachers interviewed (mostly department heads) was 4.5 years at this school. A real problem at School G, as in similar schools in the city, has been the retention of a stable staff. A city policy requires that all new teachers who begin their teaching in a school must move to another school at the end of three years. School G receives a large number of beginning teachers each year, thus it loses a very large number at the end of each year. According to the school principal, 38 teachers are new to the staff this year. With respect to teaching load, only seven teachers have more than 170 pupils for instruction each day; these teachers are health and physical education instructors.

A review of the aspects of staff and administration in the seven junior high schools visited would provide several general observations. First, there is great diversity between schools in similar situations, especially in the area of staff assignments. The number of counselors, for example, varies in the schools visited from none to four. The number of administrators per school was most often found to be two persons, a principal and an assistant principal. In one school a full-time administrative intern was present, making for three administrators. The remaining two schools had a principal and two assistants. Clerical help available to the staff varied greatly between schools, with the number ranging from but one secretary to a high of six secretaries. The one near-constant in staff assignments was that of library personnel, in which case one librarian served every school with central library facilities.

From the data obtained from participating schools, it would appear that the typical preparation of depressed area junior high school teachers consists of a bachelor's degree. Few teachers have less than a bachelor's degree, with but four teachers out of more than 300 not meeting state requirements for their teaching assignment. The average length of tenure for teachers in the schools visited would seem to be four years or less, when the longevity of all teachers is considered. The total professional experience of the individual staffs, when computed on the basis of all faculty members, is about eight years, indicating that the staffs are typically young. A problem which was cited by principals in most of the schools was that of securing and holding stable staffs. However, as it would appear from the data listed in Table 69, at least four of the schools continue to add new faculty, a number of which are replacements for teachers who have left for other assignments. Several of the school principals noted that the junior high schools, especially those in depressed areas, too often are viewed as either "proving grounds" or "stepping stones" to high school assignments or to privileged area junior high schools.

Finally, as the figures would indicate in Table 68, the ratio of pupils to counselors, librarians, and teachers would seem to be large. Interviews with administrators, counselors, and teachers revealed a common concern with the undue pupil load which school personnel in the depressed area schools must bear. In every case, the need for more staff was cited as a first-order priority for the school.

TABLE 68

Size and Ratios of Administration and Staff to Pupils: Depressed Area Junior High Schools

School	Enrollment	Administrators; Admin:Pupil Ratio	Secy.-Clerks; Secy.:Pupil Ratio	Counselors; Couns:Pupil Ratio	Librarians; Libr.:Pupil Ratio	Teachers; Teach:Pupil Ratio
School A	863	(3) 1:216[a]	(2) 1:432	(4) 1:216	(1) 1:863	(44) 1:19.6
School B	1126	(2) 1:563	(3) 1:375	(2) 1:563	(1) 1:1126	(42) 1:26.8
School C	1526	(3) 1:509	(2) 1:763	(6) 1:254	(1) 1:509[b]	(57.5) 1:26.5
School D	1009	(3) 1:336	(2) 1:505	(2.5) 1:404	(1) 1:1009	(46) 1:21.9
School E	735	(2) 1:368	(0)	(1) 1:735	(0)	(22) 1:33.4
School F	1043	(2) 1:348[a]	(1.5) 1:695	(1.5) 1:695	(1) 1:1043	(37) 1:28.2
School G	1758	(2) 1:879	(4) 1:440	(4.5) 1:391	(1) 1:1758	(76.85) 1:22.9

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[a] The part-time administrative assistance of an attendance teacher and a visiting teacher have been considered as a reduction of administrator load and the A-P ratio.

[b] The services of two adult clerks have been included which reduce L-P ratio.

TABLE 69

Educational Preparation, Tenure, Experience of Teachers:
Depressed Area Junior High Schools

Specific Data	School A	School B	School C	School D	School E	School F	School G
Number of Teachers	44	42	53	46	22	37	76+
Educ. Preparation:	N/A				N/A		N/A
Bachelor's Degree		38	37	25		27	
Master's Degree		3	15	19		10	
Doctorate		0	1	0		0	
Less than B.A.		1	1	2		0	
Average Tenure of Staff in this School	N/A	4 yrs.	3.7 yrs.	2 yrs.	5.5[a] yrs.	5.5 yrs.	4.5[a] yrs.
Number New to this School this Year	N/A	4	10	8	N/A	11	38
Average Prof. Experience of the Staff	N/A	7 yrs.	7 yrs.	6 yrs.	N/A	11.5 yrs.	N/A
Pupil-Teacher Ratio	19.6:1	26.8:1	26.5:1	21.9:1	33.4:1	28.2:1	22.9:1
Teacher Load (No. with over 170 pupils)	3	17	44	0	0	34	7

[a] Average tenure for all teachers interviewed. Data not available on rest of staff.

__Note__: N/A = data not available to researcher.

Privileged Area Junior High Schools

Junior High School A, with an instructional staff of 40 teachers, and with three regular school administrators, serves 937 pupils. In addition to the school principal, a vice-principal and an assistant to the principal work with pupil personnel, instructional activities, and with general administrative matters. The school also has the full-time services of a welfare counselor who works as a school-home liaison person and as a home visitor. With the administrative assistance deriving from the welfare counselor, School A has an administrative equivalency of four persons, providing a 1:235 administrator-pupil ratio.

School A has three counselors, one who is full-time and two who serve half-time, giving the school an equivalence of two counselors, or a ratio of 1 counselor to 469 pupils. The school also has a full-time librarian, who serves the staff and the entire school enrollment, giving the school a 1:937 librarian-pupil ratio. Four full-time secretary-clerks are available to the staff and pupils, representing a secretary-pupil ratio of 1:234. The special services which are provided in secondary schools--such as health, psychological, and correctional assistance--are available to School A from the central administrative offices on a part-time or consultative basis.

The teaching staff of School A consists of 40 full-time teachers, which represents a ratio of 1 teacher to 23.4 pupils. According to the principal, the staff is young and stable and has shown an inclination to remain on the staff for a number of years.

None of the teachers has an instructional load of more than five periods of instruction per day, or a pupil load of more than 170 pupils per day. All of the staff meet certification requirements, and are qualified to teach in the area to which they are assigned. Finally, the racial make-up of the staff is predominantly white with but one non-white teacher on the staff, a proportion which generally coincides with the racial make-up of the pupils.

Junior High School B, with a staff of 46 teachers and an enrollment of 1196 pupils, has the administrative services of a principal and an assistant principal. Both of the administrators hold masters' degrees and both have nearly 20 years of educational experience. The principal has served in his present capacity for three years, and the assistant principal has been in the school for five years. With the equivalency of two administrators, School B has a 1:598 administrator-pupil ratio. Two secretary-clerks provide full-time assistance to the administration and the general staff, a secretary-pupil ratio of 1:598.

Two counselors make up the guidance staff in School B which is an equivalence of 1 counselor for 598 pupils. Both counselors hold masters' degrees, and each one has nearly 10 years of school experience. One of the counselors has been in School B for the past five years and the other is in his first year in the school.

The school library is operated by one librarian, providing a librarian-pupil ratio of 1:1196. The librarian, who is relatively young, holds a bachelor's degree and has three years of school experience, all in this school. All other special personnel, such as those providing health, psychological, or correctional services, are available to the school on a part-time or consultative basis.

The instructional staff of School B is made up of 46 full-time teachers, 9 of whom are new to the school this year. The educational preparation of the teachers is represented by 38 persons who have bachelors' degrees or more, and by 8 teachers with at least masters' degrees. The average tenure for the staff as a whole is 4 years in this school, and the staff average for prior experience is 9 years, making an overall average of 13 years' professional experience. According to the principal, some 30 per cent of the teachers live in the local attendance area. The racial make-up of the staff is all white. The teacher-pupil ratio for School B is 1:26.

Junior High School C, which serves 1035 pupils, has 38 teachers and two administrators--a principal and an assistant principal. Both administrators hold masters' degrees. The principal has 43 years of professional experience, and the assistant principal has 20 years of experience. This is the first year in the school for the principal in his present capacity. Both he and the assistant principal have served in the school for a number of years prior to this year as classroom teachers. The administrator-pupil ratio in School C is 1:518. School C also has the services of three secretary-clerks to provide assistance to the staff and administration. The ratio of clerks to pupils is, therefore, 1 to 345. Two teacher assistants work with the staff in School C, providing supervisory assistance in a number of administrative and instructional situations. These persons supervise lunchrooms, study halls, and corridors, and provide assistance to teachers whenever special needs arise.

School C has two full-time school counselors, making a 1:518 counselor-pupil ratio. Both counselors hold masters' degrees. One has had 6 years of professional experience, the other has 29½ years of experience, with all of the experience of both having been in this school.

One librarian serves the pupils and staff at School C, representing a 1:1035 librarian-pupil ratio. The professional preparation of the librarian consists of two bachelors' degrees, one in library science. All other special personnel who provide special and auxiliary services are available from the central school office on a part-time or consultative basis.

The teaching staff of School C consists of 38 full-time teachers, 10 of whom are new to the school this year. The educational preparation of the staff consists of 25 bachelors' and 13 masters' degrees, with but one staff member on temporary certification. The average tenure at this school for the staff as a whole is 10.5 years. The average experience for all teachers in teaching situations outside this school is only one year, giving a total average professional experience for the staff of 11.5 years. In racial make-up, all of the teachers except one are white. Of the total staff only two teachers have more than six periods of instruction per day, and these have no homeroom duties. Finally, the teacher-pupil ratio for the staff is 1:27.2.

Junior High School D, serving 828 pupils, has a staff of 33 teachers and two administrators--a principal and an assistant principal. The principal, who is in his ninth year in this position, has a total of 37 years of experience and holds a bachelor's degree. The assistant principal, who is in his third year in this capacity, has nearly 20 years of professional experience and holds a master's degree. The administrator-pupil ratio of School D is 1:414.

School D has two full-time counselors, which represents a 1:414 counselor-pupil ratio. Both counselors hold masters' degrees. One has 37 years of experience, six of which have been in this school. The other counselor has had six years of experience and is in his first year in this school.

The school has the services of one librarian only which represents a librarian-pupil ratio of 1:828. The librarian, who is new to the school this year, holds a bachelor's degree and has had 11 years of prior experience. All other special personnel are available to the school from the central office on a part-time, consultative basis.

Two secretary-clerks are available to pupils and staff in School D, making a ratio of one secretary to 414 pupils.

The teaching staff in School D consists of 30 full-time and 3 part-time teachers, for a full-time equivalency of 31 teachers. The teacher-pupil ratio in School D is 1:26.7. Eight teachers are new to the staff this year. The average tenure for the total staff of the school is 3.5 years. In addition, the typical staff member has 6.5 years of experience in other schools, for an overall staff average of 10 years' experience. Of the total staff, 17 teachers hold bachelors' degrees; the remaining 16 teachers hold masters' degrees. In racial composition, only one full-time and one half-time teacher are non-white.

Junior High School E, which has a pupil enrollment of 527, is served by a teaching staff of 18 teachers and has one school administrator. The school has no guidance counselors, so the school principal and the teachers must assume responsibility for the services normally rendered by a guidance staff. The principal has been in his present position for 10 years, having served more than twice that number of years in other schools in the city. Since the principal is the only administrator for School E, the administrator-pupil ratio is 1:527. One secretary-clerk is available to the administration and the staff, representing a 1:527 secretary-pupil ratio. There is no librarian in School E since room libraries are used rather than a central library.

Serving on the instructional staff of School E are 14 full-time and 4 part-time teachers, which represent a full-time equivalency of 16½ teachers. This represents a 1:31.9 teacher-pupil ratio. The principal of School E described his staff as "stable" and "young to middle-aged." Of the teachers interviewed by the researcher, the average tenure in this school was 11 years. Finally, the staff of School E is all white in racial make-up.

Junior High School F, with an enrollment of 1021 pupils, has a teaching staff of 36 teachers and an administrative staff of two. The principal, who holds a master's degree, is new to this position but has been a teacher in other schools in the city. The assistant principal, who also holds a master's degree, is in his second year in this school, and had seven years of experience prior to coming to School F. The administrator-pupil ratio in School F is 1:511.

Three persons serve in a guidance capacity, but the full-time equivalency of guidance counselors is that of two persons. As a result, the guidance counselor-pupil ratio is 1:511. Two of the counselors hold bachelors' degrees and one has a master's degree. One of the counselors is new to the school but had three years of experience prior to this assignment. The other two counselors have been in this school for a period of 11 years and 4 years, respectively.

School F has but one librarian, making a 1:1021 librarian-pupil ratio. It also has but one secretary-clerk to serve the needs of the staff and pupils, a secretary-pupil ratio of 1:1021. Special help for auxiliary services such as health, psychological, or corrective care are available to the school on a part-time and consultative basis.

The teaching staff of School F is made up of 36 full-time teachers, representing a teacher-pupil ratio of 1:28.4. In educational preparation, 26 teachers hold bachelors' degrees or more, and 10 teachers have at least a master's degree. The average tenure for the staff as a whole is 4.5 years. The average outside professional experience for the staff is 5 years per teacher, which when added to the average experience in School F is equivalent to 9.5 years average experience per teacher. In terms of teacher load, 14 of the total staff have a teaching load of 170 or more pupils per day. In racial make-up, the staff is predominantly white.

Junior High School G, which has but 646 pupils, is served by a teaching staff of 28 teachers and by two school administrators. The principalship in School G represents a new administrative assignment for the principal, who holds a doctoral degree. Prior to the assignment, the principal served in various teaching and administrative capacities in the same city school system. The assistant principal, who has been in the school for several years prior to the current year, holds a master's degree. The administrator-pupil ratio in School G is 1:323. Two secretary-clerks serve the administration and staff in the school, representing a 1:323 secretary-pupil load.

Only one counselor is available to the students of School G, which represents a 1:646 counselor-pupil load.

School G has one librarian to serve the entire school, which presents a 1:646 librarian-pupil ratio. Other special and auxiliary services to pupils are available through part-time and consultative personnel from the central city offices.

The teaching staff of School G consists of 28 full-time teachers, creating a 1:23 teacher-pupil ratio. Five of the teaching staff are new to this school, and according to the principal the staff is "relatively young." Of those teachers interviewed, the average tenure in this school was 5 years. All of the teachers hold degrees, and only one teacher does not meet all state requirements to teach in the area to which she is assigned. In terms of teaching load, none of the teachers has more than 6 periods of instruction per day, and none has more than 170 pupils each day for instruction. Finally, all of the teaching staff, with the exception of a new young teacher, are white in racial make-up.

In review, several aspects of the staff and administration in the privileged area junior high schools deserve mention. First, as with their counterparts in the depressed areas of the city, there is diversity between these schools even though they serve similar socioeconomic settings. Differences may be seen in the number of persons assigned to administrative, counseling, and auxiliary positions. However, the greater difference is seen in the ratios of personnel assigned to pupils (Table 70). The "typical" situations in staff assignments would seem to be several. In every school but one, one librarian served the student body; most schools provided the services of two counselors; most schools had two administrators, a principal and an assistant principal; and most schools had at least two secretary-clerks to serve the staff and administration of the school.

With respect to the educational preparation of teachers in the privileged area junior high schools, most teachers hold at least a bachelor's degree, with but one of more than 200 teachers not having a degree. A slightly larger proportion of the teachers in the privileged area schools held masters' degrees, but the difference was not outstanding (Compare Table 71 with Table 69). The average tenure for teachers in the privileged area schools was seen to be at least 4 years or more which is slightly higher than that found for teachers in depressed area schools. The average amount of professional experience held by teachers in privileged area schools is

TABLE 70

Size and Ratios of Administration and Staff to Pupils: Privileged Area Junior High Schools

School	Enrollment	Administrators; Admin:Pupil Ratio	Counselors; Couns:Pupil Ratio	Secy.-Clerks; Secy. :Pupil Ratio	Librarians; Libr.:Pupil Ratio	Teachers; Teach:Pupil Ratio
School A	937	(3) 1:234[a]	(2) 1:469	(4) 1:234	(1) 1:937	(40) 1:23.4
School B	1196	(2) 1:598	(2) 1:598	(2) 1:598	(1) 1:1196	(46) 1:26
School C	1035	(2) 1:518	(2) 1:518	(3) 1:345	(1) 1:1035	(38) 1:27.2
School D	828	(2) 1:414	(2) 1:414	(2) 1:414	(1) 1:828	(31)[b] 1:26.7
School E	527	(1) 1:527	(0)	(1) 1:527	(0)	($16\frac{1}{2}$)[b] 1:31.9
School F	1021	(2) 1:511	(2)[b] 1:511	(1) 1:1021	(1) 1:1021	(36) 1:28.4
School G	646	(2) 1:323	(1) 1:646	(2) 1:323	(1) 1:646	(28) 1:23

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[a] The administrative assistance of an attendance teacher has been included to reduce the administrator-pupil ratio.

[b] Not the actual number, but a full-time equivalent for the position.

TABLE 71

Educational Preparation, Tenure, Experience of Teachers; Privileged Area Junior High Schools

Specific Data	School A	School B	School C	School D	School E	School F	School G
Number of Teachers	40	46	38	33[a]	18[a]	36	28
Educational Preparation:	N/A				N/A		N/A
Bachelor's Degree		38	25	17		26	
Master's Degree		8	13	16		10	
Doctorate		0	0	0		0	
Less than B.A.		1	0	0		0	
Average Tenure of Staff in this School	N/A	4 yrs.	10.5 yrs.	3.5 yrs.	11[b] yrs.	4.5 yrs.	5[b] yrs.
Number New to this School this Year	N/A	9	10	8	N/A	8	5
Average Prof. Experience of the Staff	N/A	13 yrs.	11.5 yrs.	10 yrs.	N/A	9.5 yrs.	N/A
Pupil-Teacher Ratio	23.4:1	26:1	27.2:1	26.7:1	31.9:1	28.4:1	23:1
Teacher Load (No. with more than 170 pupils)	0	16	10	9	0	14	20

[a] Full-time and part-time teachers.

[b] Average tenure for all teachers interviewed. Data not available for rest of staff.

Note: N/A = data not available to researcher.

about 3 years more than that of teachers in depressed area schools. In terms of new teachers, the privileged area schools have added fewer new teachers, and the rate of staff turnover is slightly less. In terms of pupil-teacher ratios, the figures for the depressed area and the privileged area schools in this study were nearly identical (Tables 68 and 70). Finally, with regard to teacher load, the numbers of teachers who carry an instructional overload of pupils is comparable in both types of school settings. Also, the overloads were found to occur in the same cities rather than in the same area schools.

A common complaint by the various school personnel interviewed was that of a shortage of staff to work with pupils in all areas--administration, counseling, instruction, and special services. The figures given in Table 70 would seem to bear out the observations, at least in one or two areas of staff assignment in all of the seven schools.

CHAPTER VI

THE LARGE CITY SENIOR HIGH SCHOOL

Contained in this chapter is the information gained from the comprehensive study of instructional programs of fourteen large city senior high schools located in seven city school systems. Seven of the high schools represent schools situated in depressed socioeconomic areas of the cities; the remaining seven schools represent high schools serving privileged socioeconomic areas within the same cities. The fourteen schools represent pairs from each of seven large city school systems.

In order to facilitate the presentation of data, and to allow for comparisons, the information dealing with each of five aspects of instructional programs (i.e., Plant, Pupils, Program, Organizational Services, Administration and Staff) will be presented under the headings, "Depressed Area Senior High Schools" and "Privileged Area Senior High Schools." Individual schools will be referred to as School A, School B, School C, School D, School E, School F, and School G, with the Depressed Area School A located in the same city school system as Privileged Area School A. In order to allow for comparison with the junior high schools described in the preceding chapter of this report, the privileged area and the depressed area Schools A are located within the same city and school district as are the Schools A in Chapter V.

The presentation of data, plus the detailed description of each aspect of instructional programs, will be handled in the same manner as it was in the chapter dealing with junior high schools. The kinds of data used and their sources will include objective information about "what is," the clinical data derived from interviews and from a printed inventory of teacher perceptions, and subjective data accumulated through personal observations and records kept by the researcher.

The School, Plant, and Setting

Because the school and its setting serves as a "home away from home" for the youngsters attending classes, it would seem logical to begin the description of the larger school program by describing the physical and environmental setting. The illustrations and explanations used by the writer have been selected for their particular appropriateness in portraying specific settings, and the information presented represents the insights and impressions gained from many sources--from a tour of the community and the school plant, from school records and blueprints, and from the explanations and observations of knowledgeable school personnel.

Depressed Area Senior High Schools

Unlike the depressed area junior high schools visited in this study, in which nearly all of the settings and physical plants closely resembled the community served, the depressed area high schools presented more contrasts in setting and in appearance. Whereas the elementary schools and many of the junior high schools are in fact "community schools," set in a restricted attendance area and serving a strictly local population, the large city high school usually draws from a much larger attendance area which may include contrasting socioeconomic areas. Therefore, the school setting and the physical facilities may be located in a more advantaged area of the district and will thus have the outer characteristics of a more privileged school. At least, this seemed to be the situation encountered in the researcher's visits.

Another factor which has undoubtedly influenced the make-up and the setting of contemporary large city high schools serving depressed area youth has been urban renewal projects. At least two of the high schools visited were relocated in new settings and in newer buildings as a result of renewal projects, and a third high school had been relocated in a building once used by a technical school that had been shifted into a new building with newer facilities.

A final element which should be cited as having significant influence on the kind of school and facilities provided by the public high schools is that of outside agencies such as curriculum councils, private foundations, accrediting agencies, institutions of higher education, governmental forces (local, state, federal), and numerous social, political, and economic pressure groups. All of these entities have been sources of influence and pressure for change, especially in the public high schools. Whereas the elementary school or junior high school is often overlooked, or at least less affected by pressures for specific offerings, the senior high school has been charged with the responsibility of providing for immediate needs, e.g., the recent emphasis on science and mathematics which came with the Sputnik scare in 1957. Out of this international event came congressional enactment of the National Defense Education Act of 1958, which in turn offered financial incentives to schools to provide more curricular offerings and better facilities in the science and mathematics areas. As a concomitant to such pressures for curricular additions, high schools are challenged to provide new equipment and facilities. Therefore, in many cases where schools might continue on in the same locale with the same facilities, new facilities have been established or at least additions or renovations have occurred. A very recent "outside" pressure which has resulted in new facilities in old settings has been federal legislation making vast appropriations for vocational and technical training for youth and adults (1963). It is with these modifying influences, then, that we consider the plants and settings of the high schools visited.

High School A represented a large city school with a long history and many traditions. As one of the oldest high schools in the city and the state, School A has been in three different locations in the city. With recent urban renewal activities, and with the movement of many former inner-city residents outward from the core of the city, School A is now located in a new building, constructed in 1958 in a residential area some twenty blocks distance from the city center. The community setting, which is predominantly residential, represents an area which was once a nicer section of the city with imposing two- and three-story frame and brick homes. However, as the more affluent populace moved outward to the suburban regions of the city, the less affluent lower-middle class wage earners moved into the area. Today the area represents a semi-stable upper-lower and lower-middle socioeconomic level with regard to family income and social make-up. Although the community contains an abundance of imposing, well-constructed homes, signs of residential decline are evident. Many of the former one-family homes have been converted into multiple-family dwellings, and the effects of overcrowding and overuse are changing the community's character.

School A is located in the middle of the described community, set on a site several city blocks in area and offering barely adequate space for parking and recreational activities. The physical plant, constructed in 1958, is a split-level one- to three-story brick building with 54 classrooms which serve nearly 1600 youngsters. In addition to some 30 rooms which could serve as general purpose classrooms, the school contains five science rooms (2 biology, 2 chemistry, 1 physics labs); four office practice rooms; two arts and crafts rooms; three shops (1 general wood, 1 metal shop, 1 mechanical drawing); three homemaking rooms (2 foods, 1 sewing labs); two music rooms (1 instrumental, 1 vocal); two gymnasiums (1 boys', 1 girls' plus corrective facilities in both); two special study halls; one auditorium which will seat half the student body at one time; one cafeteria; and one central library. In addition to the class and activity rooms listed, the building provides five rooms for administrative services, eight rooms for guidance services, two rooms for health services, and two large teachers' lounges. Finally, within the athletic wing of the building, there is an indoor regulation-size swimming pool with all concomitant facilities. The central library, with some 15,000 volumes and with a seating capacity for 130 students, seems to be a very adequate facility for study and research. Supplemental to the library study facilities are the two study halls which seat more than 175 pupils each.

A tour of the total plant and the grounds of School A revealed very excellent facilities and equipment. In addition, the building and grounds were well-maintained, and the grounds and halls showed little evidence of litter or misuse. In short, the environment was pleasant and would seem to be very conducive to all learning activities.

School B is an urban high school in a manufacturing city that serves a populace of low-income unskilled or semi-skilled workers. Somewhat removed from the industrial area of the city, but situated in an older residential section with one- and two-story frame houses, School B has many of the problems of an inner-city school. Perhaps the outstanding characteristics of the community served by the school is that it is now in a transitional period in which the remaining white population is moving out of the community and their place is being taken by new Negro residents--thus tending to create a new "ghetto." At this time many of the residential areas in the community are in fair condition, but signs of disrepair (a result of transiency and absentee landlords) are in evidence.

The physical plant of School B is situated on a large site with many acres of grass and play area, and with a very adequate athletic field and track. Having been built in 1956 adjacent to the old School B, which is now serving as an elementary school, the school's acreage would seem to be protected from community encroachment upon the campus. The building, a three-level brick structure with modern design, contains 43 classrooms which serve an enrollment of nearly 1100 pupils. Besides the 31 general purpose classrooms, the school provides two science rooms (1 chemistry-physics, 1 biological science lab); two shops (1 metal, 1 wood); two homemaking rooms (1 foods lab, 1 sewing room); one art room; one mechanical drawing room; one gymnasium; one music room; one central library; one study hall; and one large auditorium. In addition to the class and activity rooms School B has four rooms for administrative offices, three rooms for guidance activities, one room for health services, and two teachers' lounges. Because of study hall activities, and because of the need for space, the cafeteria is used as a study hall for seven of the nine periods of the day. The central library, which has nearly 7000 volumes of books, has seating for 160 pupils in the library and adjacent rooms.

An inspection of the building, grounds, and instructional areas revealed that School B had average to good classroom facilities. Areas which evidenced a need for more facilities or equipment were those in homemaking, shop, and physical education. Nearly all sections of the faculty indicated a desire for more audio-visual equipment and instructional materials. The building and the grounds of School B were clean and well-maintained, and the total environment was quite pleasant.

School C represented the oldest school in the most disadvantaged socioeconomic urban area visited in this study. Serving a depressed area of a large city in which social and economic segregation, de facto and de jure, have created a Negro ghetto in the fullest sense of meaning, School C meets all of the textbook criteria which describe slum area schools. First, the school is situated in an all-Negro neighborhood made up of very old residences and commercial establishments which are in a state of advanced decay. The school fronts on a busy thoroughfare, is bordered by commercial and industrial firms, and is surrounded by numerous run-down multiple unit dwellings, apartment houses, and low-rent government housing. Streets, alleys, and sidewalks reflect the depressed socioeconomic situation, and dirt and litter abound on every hand.

High School C is located on a site which is approximately two blocks square in area and which is bounded on all sides by city streets. In addition to the physical plant, the site has only room for a parking area (blacktopped) and a one-acre practice field for athletics. The school has no regular athletic field or track facilities, no playground area, and no landscaping.

The physical plant consists of an old and worn four-story building which was constructed in 1908, and which received two additions in 1942 and 1943. The building contains 73 total classrooms which serve a pupil enrollment of over 2300. Of this number of rooms, 42 could be considered general purpose classrooms; 31 rooms serve special functions as follows: Seven rooms are used as science laboratories (chemistry, physics, biology, medical technology, electricity); there are 13 shops (machine shop, basic engineering, power mechanics, general metal, wood, electricity, printing, foundry, welding, auto shop, and auto body shop); three are homemaking rooms (1 foods, 2 clothing); two are music rooms (1 instrumental, 1 vocal); two are gymnasiums (1 boys', 1 girls'); one is a cafeteria; one is an auditorium; and two are separate study halls. In addition to the rooms listed, there are seven administrative offices, four offices for counseling services, three rooms for health services, two teachers' work rooms, and two teachers' lounges. The school has a central library with nearly 12,500 useable volumes and has seating space for 126 students.

Considering the numbers of shops and other facilities listed, it would seem that School C abounds in physical offerings. However, the opposite is the case here. School C's building, rooms, and equipment are very old and very worn and are sadly in need of repair or replacement. High ceilings, wooden floors, and old desks and furniture characterize the facilities of the school. Instructional materials and audio-visual equipment seem to be lacking, as are the facilities for making use of these materials. The extent to which the custodial staff has been able to maintain the old building is remarkable. Even though the surrounding community is in littered and decaying condition, the school has managed under very adverse conditions to maintain an operable and liveable learning environment.

School D represented an urban area high school serving a core area of a large city. The school setting placed it in a position where it bordered on a large federal housing development (low-rent apartments) and on the commercial and industrial areas of the central city. Because of a very active program of urban renewal during the past several years, few of the characteristics of slum areas were evident in the immediate surroundings of School D. Other than the usual litter to be found in a downtown urban area, the community in which the school was situated was relatively well-kept.

High School D is located on a site which is approximately two square blocks in area, and which is bordered on all sides by city streets. Other than a limited plot available for parking and for a small recreational play area, the school can claim no real campus. The physical plant, a modern three-story brick structure, built in 1955, has 54 rooms to serve a pupil enrollment of just over 1300 youngsters. Of the rooms available, 31 could be used as general purpose classrooms. The other rooms, for special activities, include: four science rooms (2 biology and physiology, 1 chemistry, 1 physics); four shops (1 wood, 1 metal, 1 cosmetology, 1 graphic arts); three homemaking rooms (1 foods, 1 sewing, 1 general purpose); three business and office equipment rooms; two music rooms (1 vocal, 1 instrumental); one arts and crafts room; one gymnasium; one study hall; one auditorium; one cafeteria; and one central library. In addition to the rooms listed above, four rooms are available for administrative services, there are two rooms for guidance services, one large room for health services, five teachers' lounges, and one teachers' work room. Within the physical education area, the school has available a regulation size indoor swimming pool with all concomitant equipment. The central library, which has seating space for

100 students, has nearly 14,000 volumes of useable books available to the pupils.

As was the case with the community in which School D was set, the school was clean, in good repair, and attractive. Classrooms were of adequate size and construction, and seemed to be well-lighted and well-stocked with furniture and supplies. Although several teachers indicated a desire for extra equipment and supplies, very few of the staff complained of a shortage of instructional equipment.

School E is an urban area high school situated in a setting which is representative of a city area undergoing urban renewal. In the immediate surroundings one sees several large cleared areas on which buildings once stood. Those buildings, which were typically run-down dwellings functioning as multi-unit housing, have long since been replaced by government-built high-rise apartment buildings. A large portion of the youngsters attending School E come from the high-rise units, yet a substantial number come from nearby two- and three-story brick structures in neighborhoods adjoining business and industrial areas. No parks or playgrounds exist in the business or residential sections of the neighborhood, nor around the newer high-rise apartment areas. Therefore, it is the plan of the renewal project to make park and playground facilities available on the present vacant cleared areas in the community.

School E is housed in an old, large brick building, constructed in 1931 to serve a technical-vocational high school. In 1954 a new wing was added to the building to provide for more academic offerings, creating a large, rambling plant with 88 classrooms which currently serve 2400 pupils, 1900 of which are enrolled in general education and 500 who are enrolled in vocational education. The original technical high school has since moved to another plant and setting. School E came to this site from a nearby setting where its program was chiefly academic and inherited a portion of the technical-vocational program of the former school. The larger plant which is set on a site several square blocks in area, and which is bounded on all sides by city streets, represents a massive five-level structure in average to good condition, which needs some interior painting and lighting (to be fixed this summer). A tour of the building and the grounds revealed a generally good state of repair, and halls and rooms gave little evidence of litter. With the exception of area for parking, the school has no campus area. This is not surprising, however, when one considers that the original plant was constructed with an eye to possible convertibility into a factory in the event that a school would no longer be needed.[70] Because of the provision for convertibility, the rooms in the older section of the building are large, have high ceilings, and have thin steel divider walls. Although the non-academic classes seem not be hindered by the "factory-type" rooms, the settings would appear to be inadequate for regular academic activities. Of the 88 total classrooms available in the school plant, 44 or half could be considered as general purpose classrooms. The remaining 44 rooms consist of six science rooms (2 biology,

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[70] Information given by the principal of the school. (Apparently this design came out of an economy-consciousness characteristic of school boards operating during the Depression years.)

2 general science, 1 chemistry, and 1 physics labs); four gymnasiums (2 girls', 2 boys') and a swimming pool; two music rooms (1 vocal, 1 instrumental); four homemaking rooms (2 clothing, 2 foods labs); three study halls (seating 100 pupils each); one cafeteria; and one large auditorium (seating 1800); and a central library with seating capacity for some 90 pupils. In addition to these rooms, the building houses twenty shops (7 industrial arts rooms for the local school; 13 rooms serving the technical-vocational branch program of the school formerly situated in the plant--housing auto mechanics, architectural drafting, cosmetology, commercial cooking, shoe repair, woodworking, fashion tailoring and power sewing, and dry cleaning). Finally, the building contains six rooms which serve as administrative offices, a suite of five small offices for guidance services, two teachers' lounges, one teachers' work room, one room for health services, and two rooms for storage of audio-visual equipment.

In general, the newer section of the building which houses mostly academic activities is adequate. The older building, which is used for academic and non-academic activities, is in much the poorer condition, and presents a less-than-desirable setting for teaching and learning activities. Because of its factory-type design, the older part of the plant probably never will be adequate to the instructional task.

School F represents an atypical depressed area high school in several respects. First, it originally was a rural county high school which became a city school as a result of city annexation of the area; therefore, the school is closer to the fringes of the city than to the core area. Second, the school is located in an area which seems middle-class in character, with small frame homes bordering on the school setting. Many of the youngsters attending School F do come from families of upper-lower or lower-middle socio-economic backgrounds, but the area itself is not a depressed slum environment.

The plant in which School F operates consists of a ranch style, two-wing, two-story structure connected by an overhead enclosed breezeway. The older wing of the building was constructed in 1953; the newer wing was added in 1955. The overall plant is of extensive brick and glass construction, is of modern design, and is clean and well-maintained. As to site, the plant is set in a strictly residential neighborhood and is located on an extensive piece of property which has sufficient area for student and staff parking, and for adequate playground and athletic facilities. A junior high school is located on the same site, adjacent to the senior high school and has adequate area for its own facilities. School F has a total of 40 classrooms, 22 of which could be considered as general classrooms. Of the remaining rooms, four serve as science labs (2 biology, 1 chemistry, 1 physics); two are home economics laboratories (2 clothing, 2 foods); two are music rooms (1 vocal, 1 instrumental); five are shops (1 wood, 1 power mechanics, 1 metal, 1 drafting, 1 lecture); one is a large gymnasium; one is a cafeteria; one is an auditorium (seats 800 of the 1200 enrolled); two are special rooms for study halls; and one is a small central library. Completing the building are five administrative offices, three counseling offices, one teachers' lounge, one teachers' work room, and one room for health services. All rooms and facilities appear to be adequate to the activities of the school, and offer an environment which would seem conducive to learning.

School G represents a high school which is in a transitional stage, moving from the status of a middle-class socioeconomic area school to a school serving a lower-middle or upper-lower class segment of the population. The school, which has had a long history of success and tradition, was once "the school," situated in "the residential area" of the city. Today, however, School G is located in an area which claims the dubious distinction of having the third highest crime rate in the world (after London and Hong Kong). During the previous school year one youngster from the school was killed in a stabbing incident. As a result of past problems, a uniformed policeman now patrols the school area in which School G operates.[71] The school is in fact a part of a larger three-school complex, constructed in 1926 on a large 50-acre site, set in the midst of a residential area composed of large, impressive two- and three-story dwellings. The homes which were once the mansions of the more affluent residents of the city, and which are still in relatively good condition, are now occupied by lower-middle and middle socioeconomic level Negro families. Prior to the in-migration of the present Negro residents, the community was largely inhabited by middle and upper-middle class white Jewish residents. As the Jewish residents have done before them, the more affluent Negro residents are now moving out of the community into more suburban settings. With the present exodus has come an in-migration of Negroes of lower socio-economic background, and with lower standards of living. The result has been a gradual decline in community environment and attitude. The community which once represented the ultimate in residential locations,and the three-school complex which was once the focus of national attention for educational experimentation, are now far-removed from the once-envied situation they held.

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[71] Information given by school principal in interview; several other staff members made similar comments and observations.

School G is housed in a large four-story Georgian-style brick building, containing some 54 classrooms. Of the total number, 34 rooms could be considered as general purpose classrooms. The remainder of the facilities include four science rooms (2 biology, 1 chemistry, 1 physics labs); two music rooms (1 vocal, 1 instrumental); two homemaking rooms (1 foods, 1 clothing); 2 shops (1 combination wood-metal-electric, 1 graphic arts); two gymnasiums (1 boys', 1 girls'); 1 cafeteria; 1 auditorium (seats 800 of the 2850 enrolled); six special rooms for study halls; and one large central library with seating capacity for 280 youngsters. Finally, the school building contains four rooms for administrative offices, eight offices for guidance services, two teachers' work rooms, one teachers' lounge, and one room for health services. Although the building is somewhat old, it seems to have been well-maintained, and is generally clean and attractive. The larger site offers sufficient room for parking and for outside activities and will soon be used for plant expansion, since a new million-dollar vocational wing is planned as an addition to the building for the coming school year.

In general, School G represents a large school (in plant and enrollment) operating in a situation in which the maximum of facilities are needed but in which less than maximum are available. The old plant which is in fairly good repair, and which is fairly clean, represents the remaining "model" for the community--and as such has to overcome the limitations of age, architecture, and size. As a school in a transitional neighborhood, School G has had to fight the stigma of being a "tough" ghetto school. In this battle, the school is confronted with a transient population with few roots or loyalties, with a large number of one-parent families, with some 40 per cent of the families receiving aid-to-dependent-children payments, and with parents of lower educational level and with equally low aspirations for their children.

In a brief review of the school plants and settings visited in this study, several generalizations may be stated. First, in the majority of cases, the schools are set in lower income inner-city locations. Second, most of the schools represent buildings which are much newer than the residences in the area. In most instances, these schools are located in trafficked areas of the city, are bordered on all sides by city streets, and are restricted in site area.

With the exception of one school of the seven visited, the buildings and physical facilities were generally well-maintained. The newer plants, built in the 1950's, represented the more modern

TABLE 72

Schools and Settings: Depressed Area Senior High Schools

Schools	Setting	Constructed	Classrooms	Enrollment[a]
School A	Lower Socioeconomic Residential	1958	54	1600
School B	Lower Socioeconomic Residential	1956	43	1100
School C	Slum Commercial-Residential	1908[b]	73	2300
School D	Inner-City Industrial, Residential	1955	54	1300
School E	Urban Renewal, Residential	1931[c]	88	2400
School F	Outer-City, Semi-Rural Residential	1953[d]	40	1200
School G	Mid-City, Lower Income Residential	1926	54	2850

[a] In round numbers.

[b] Additions made in 1942, 1943.

[c] New wing added in 1954.

[d] New wing added in 1955.

concepts in architecture, and were rambling one- to three-level structures. The older buildings were typical of earlier architecture and were brick structures of from three to five stories. Although the older plants still retain some original features (e.g., the rectangular high-ceiling rooms, the hardwood floors), simple renovation has helped to make the facilities functional in housing modern instructional programs. However, teachers and administrators often indicated that some restrictions on programs did derive from outdated and inadequate physical facilities.

Privileged Area Senior High Schools

The privileged area high schools visited in this study, like their counterparts in depressed socioeconomic settings of the city, presented more contrasts than similarities when viewed with respect to plant and site. Several of the schools were constructed in the early 1930's, several were completed in the middle and late 1950's, and one began operations in the early 1960's. Each plant represented a design which was not only different from others in the study, but which also was in keeping with the philosophy, program, or community setting of the particular school.

One aspect which was consistent among the privileged area high schools was the general socioeconomic setting of the schools. With but two exceptions, the schools visited were located in strictly residential, outer fringe areas of the cities. In the two exceptions, the settings were primarily residential; however, several businesses or shopping centers were situated nearby. Without exception, the neighborhoods represented middle to upper-middle residential areas with clean modern homes, attractive landscaping, well-maintained streets and sidewalks, and usually several parks and/or playgrounds. In fact, it might be said that in most instances the privileged area high school was the center and symbol of community pride.

High School A was in many respects typical of the modern privileged area high school as found in the residential fringes of the large city. Set in a strictly residential location, and surrounded by relatively new brick and frame homes of one and two-story construction (with a market value of $25,000 to $40,000), School A reflects the newness of area and design found in suburban settings. The school plant, which is situated on a level tract of nearly 18 acres of land, is a three-level multi-wing structure of contemporary design. The architecture of School A makes extensive use of brick, concrete, and glass, providing a symbol of community prosperity and pride. In addition to the large area of grass and sidewalks fronting on the school building, a large area is available in the rear of the plant for parking, for activity areas, and for athletic facilities. Although the school could use more site area for parking and activities space, there is adequate room for plant expansion on several sides of the present building.

School A, which was constructed in 1961, has 97 classrooms to serve a pupil enrollment of 3100. The plant which was designed to serve an enrollment of 2600 houses grades 7, 8, and 9 in one half of the building and grades 10, 11, and 12 in the other half. In addition to the 97 classrooms and laboratories, some 50 other rooms and facilities are available for special activities and services, some of which are shared by the junior high school and senior high school pupils. The senior high school facilities include more than 50 classrooms and laboratories, which include eight science rooms (3 chemistry, 3 physics, 2 biology); a suite of four homemaking rooms (1 clothing, 1 foods, 1 general, 1 living room); three shops (1 metal, 1 wood, 1 drafting); four gymnasia (1 boys', 1 girls', 2 auxiliary); six general business rooms (2 bookkeeping, 2 typing, 1 office practice, 1 shorthand); two art rooms; two music rooms (1 band, 1 orchestral) and a suite of practice rooms; one "speech room"; three special study halls; and a student publications room. Also available, but shared with the junior high school students, are a large swimming pool, a large library, a cafeteria, two photography rooms, three audio-visual rooms, one health suite, an office suite of six rooms, a guidance and counseling center of six rooms, four teachers' work rooms, and other facilities such as locker rooms, storage rooms, equipment rooms, and shower facilities.

The total building and all facilities in School A are of recent design, have been well-maintained, and are in excellent condition. The cleanliness and repair which are evident to the observer seem to reflect the community environment, as well as the pride of community in its school. School A is blessed with an abundance of good facilities and equipment, conducive to a better educational program. As a final note, the principal of School A indicated that his school probably had the most and the best of instructional equipment available at the time in the larger city system.[72]

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[72] Interview with principal. The school has in its possession, in addition to equipment regularly provided by the city school system, more than $3,000 worth of audio-visual equipment which was won by the principal in a contest sponsored by a commercial corporation. Another example of extra facilities were twelve classrooms which were equipped to receive educational television over a coaxial cable system which had been built into the school plant.

School B represents a large city high school which until very recently was considered the most advantaged school in the city. However, the community setting which was once the residential area for the upper and upper-middle socioeconomic level families, is now in a state of transition toward more middle-class character. The more wealthy families have moved outward as the city has grown in size and population, and the less affluent middle-income families are taking their places. Evidence of the population change is best illustrated by the increase in number of Negro youngsters comprising the school enrollment. Until several years ago, not more than 6 per cent of the student body was composed of Negro youngsters, and they were the children of professional parents. Today, some 18 to 20 per cent of the student body is made up of Negro youth, many of whom are the children of skilled workers and managerial personnel. However, the community still represents an advantaged socioeconomic area within the city. The large, well-built homes, which have been kept in excellent repair, range in value from some $25,000 to $50,000, and at this time are holding up in value and desirability.

The central portion of the plant of School B consists of a solid four-story brick building which was constructed in 1930. An addition to the original plant, made in 1955, gives School B a total of 53 classrooms to serve a student enrollment of nearly 1700 pupils. Although the school fronts on a busy city street, it has a large landscaped lawn area which offers some recess from noise and traffic activities. There is in back of the building an extensive site area which has been made into parking areas, playground space, and athletic facilities. In all, the building and the grounds are in good repair and present a pleasant and attractive educational setting.

Of the 53 classrooms contained in School B, 30 may be considered as general classrooms. The remaining rooms which serve special functions include four science rooms (2 physics, 2 chemistry); two homemaking rooms (1 sewing, 1 cooking); two shops (1 wood, 1 metal); two study halls; one gymnasium with a curtain divider for separate boys-girls areas; one music room; an auditorium; a little-theater stage room; a cafeteria; and a central library with seating for more than 100 pupils. In addition to the classroom space, School B has a suite of three rooms for administrative activities; a suite of three rooms for guidance services; two teachers' lounges; one teachers' work room; and a health services room.

Although the plant in which School B is housed is not new, it has been kept in good repair and would seem to be very functional. Rooms and halls are clean and adequate and appear to be conducive to various learning activities. In retrospect, the community, plant, and setting reflect an atmosphere of pride and prosperity.

High School C is located in a stable, substantial middle to upper middle socioeconomic area of a large city. The setting of the school is strictly residential, has not changed significantly in a number of years, and is no longer located on the outer fringes of the city. The majority of the homes in the neighborhood are 20 to 30 years old, but range in value from about $20,000 to $40,000. Since the community is generally viewed as a desirable area for raising a family and is near enough to the downtown business area for the purposes of work and shopping, School C has a pupil population and community support which are somewhat exceptional.

The central portion of the plant in which School C is housed was constructed in 1932. The building which is of brick construction and is three stories high evidences good repair, and is clean and functional. A new addition to the building was added in 1964, giving the plant a total of 82 rooms to serve a pupil population of 2400. Of the total number, 46 rooms could be considered as general purpose classrooms. The remaining rooms include seven science rooms (2 physics, 2 chemistry, 2 biology, 1 conservatory); seven shops (2 drafting, 1 electrical, 1 machine shop, 1 power mechanics, 1 print shop, 1 cabinet making); three homemaking rooms (1 foods, 1 clothing, 1 general); two music rooms (1 vocal, 1 instrumental); four gymnasia (2 boys', 2 girls'); two auditoriums; a cafeteria; a special study hall room; and a large central library. In addition to these regular activity rooms, School C has two student council rooms, one radio studio, five conference rooms, three storage rooms for audio-visual supplies and textbooks, a suite of four rooms for administrative offices, four rooms for guidance services, five teachers' work rooms, one teachers' lounge, and a health services room.

In addition to functional rooms and facilities, School C is blessed with an adequacy of instructional equipment. As was the case with privileged area High School A, School C was also the recipient of more than $3,000 worth of audio-visual equipment. In addition, each academic area in School C has a work room with its own audio-visual and duplicating equipment. These conditions, in conjunction with an advantaged community environment, have promoted a positive social, psychological, and educational atmosphere in School C.

High School D is located on the outer fringe area of a large city in a setting that is primarily residential but which is also adjacent to a business area in the form of a self-contained shopping center. School D was constructed in 1953 on a site with 33 acres of land in a very attractive setting. The present building has had two additions, added in 1957 and 1963, making it a modern multi-winged four-story structure with 106 rooms to serve some 3500 youngsters in grades seven through twelve. Included in the larger plant are 63 rooms considered to be general classrooms. The remaining activity areas include fourteen science laboratories (4 biology, 2 physics, 2 chemistry, 6 general science); two gymnasia (1 boys', 1 girls') and a swimming pool; four music rooms (1 vocal, 1 instrumental, 1 storage, 1 general); five shops (2 wood, 1 metal, 1 electric, 1 graphic arts); six homemaking rooms (2 sewing, 2 cooking, 2 all-purpose) two auditoriums (seating 154 and 941); one cafeteria; and a large central library with seating for 200 youngsters. In addition to the instructional areas, the plant includes seven teachers' lounges, one teachers' work room, a suite of four administrative offices, a suite of six rooms for counseling activities, and a health services area.

The equipment and facilities found in School D seem to be adequate, except that the plant is too small to handle the large pupil enrollment. Although some classes have 35 to 45 pupils enrolled, School D cannot enlarge its staff because of shortage of classrooms. At the present time the school is utilizing the cafeteria facilities and the smaller auditorium for study hall space. A visit to various areas of the plant revealed adequate shop and homemaking facilities, plus an abundance of instructional equipment in other areas. The plant itself, though large and rambling, was in excellent condition and was generally clean and pleasant.

Finally, the community in which School D is set is predominantly an upper-middle socioeconomic setting with groups of homes in the $15,000 to $40,000 range. Until quite recently the area had been a setting populated by an affluent Caucasian populace who had long before moved to the suburbs. However, the residential make-up is changing. An indication of this change is seen in the current diversity of pupil population which is composed of about 15 per cent Negro youth, approximately 40 per cent Jewish youngsters, and somewhere between 5 and 10 per cent white Southern Appalachian Migrant youth. With the change in student population, the school has become aware of the need to make provision for the non-college-bound segment of the school enrollment. However, the school is still working with a predominantly "advantaged" group of youngsters, as may be seen in the proportion (more than 50 per cent) of the graduates who enroll in colleges and universities.

The setting in which High School E is found presents a picture in contrasts. First, although it is in fact a privileged area school and is working with advantaged youth, School E is not located in a typical privileged neighborhood. At the time of its founding in 1937, School E was situated on the outskirts of a large city. However, because of its location on a main city thoroughfare, School E soon found itself bounded on several sides by both residential and business areas. Today, the school serves youngsters from the extremes in residential settings with a few children coming from poor neighborhoods with homes of frame construction, and with other youngsters coming from homes valued at $50,000 or more. Generally, though, the large majority of the pupils attending the school come from middle to upper-middle socioeconomic backgrounds.

Since its original building was constructed in 1937, School E has received two additions, one in 1957 and one in 1964. The present plant encompasses more than 100 rooms, at least 95 of which serve as activity areas for the instructional program. Included in the larger school plant are 68 rooms which could serve as general classrooms for the nearly 2400 pupils enrolled in the school's programs. Besides the general purpose classrooms, School E has special activity areas which include four science laboratories (2 biology, 1 physics, 1 chemistry); four gymnasia (2 boys', 2 girls'); five music rooms (2 instrumental, 1 choral, 2 practice rooms); four shops (2 mechanical drawing, 1 metal, 1 general shop); two homemaking rooms (1 foods, 1 clothing); three special study halls; one cafeteria; one auditorium (seating 1300); a conference room; an audio-visual storage room; a rifle range; and a large central library.

The physical plant of School E is located on a site that is limited in size and is very short on areas for playground, parking, or plant expansion. All parts of the plant are of solid brick and concrete construction and give evidence of excellent maintenance activities. The buildings and grounds of the school reflect the care that has been given to the larger area. Except for the nearby commercial establishments, the school has the appearance of an advantaged area school.

Finally, several aspects of the larger community are worthy of mention at this point. Although the pupil population represents a mixture of racial, national, and socioeconomic backgrounds, the students consistently score high on the standardized tests administered to all city high school students. Also, the school has the largest parent-teacher association of all schools in the larger metropolitan area. Average attendance for this organization is more than 1000 persons. Finally, the school is advantaged in that it has very active groups such as the Boosters Club, the Dads' Club, and other school-support agencies. At any time of need, School E is almost certainly assured of complete community support for its proposed activities.

High School F, which is located in a strictly middle class housing area of a large city, seems to be the least typical of a "privileged area" high school. Situated almost equidistant from the center or the outskirts of a large city, and set in a residential area of one- to four-bedroom frame houses, the school serves an average socioeconomic city area. The attendance area served by the school also includes a small area of residences with lower-middle socioeconomic residents, lowering the proportion of "advantaged" youngsters served.

The school plant in which School F operates was constructed in 1955 and was located on a site several square blocks in area. The site is surrounded on all sides by city streets and residences, restricting any possible site expansion. In addition to the area on which the buildings are established, the site contains a limited parking area plus some space for playground and athletic activities. However, the site is none too large for a program offered by a comprehensive high school. School F's plant consists of 53 total rooms for instructional activities, 29 of which may be considered as general purpose classrooms serving nearly 1300 pupils. The other rooms providing for instructional activities include four science rooms (1 chemistry, 1 physics, 2 biology labs); two music rooms (1 instrumental, 1 choral); three shops (1 metal, 1 wood, 1 graphic arts); two homemaking rooms (1 clothing, 1 foods); two special study halls; one gymnasium with a divider curtain (for boys, girls); one auditorium (seats 700); one cafeteria; and one central library. Finally, the plant includes two teachers' lounges, three rooms for administrative activities, three rooms for guidance services, and two rooms for health facilities.

In all respects, the plant and the facilities of School F are in good repair and are in generally clean condition. Students attending the school seem to be neat and orderly, and the classrooms and building reflect this condition. The surrounding community evidences a general concern for cleanliness, providing an apparent advantaged environmental setting.

High School G represents the largest of the privileged area high schools visited with a pupil enrollment of 2900 in grades 10 through 12. The school is set in a large residential area near the outskirts of a large city in a section of predominantly middle-class residences which range in value from $10,000 to $25,000. Most of the homes in the area evidence care and upkeep which are indicative of a generally stable residential populace. Also, the total community environment is representative of cleanliness and care which derives from pride in community.

The original plant in which School G is housed was erected in 1957 on a site of more than 30 acres of land. An addition to the building in 1962 gave the plant a total of 68 rooms available for all phases of school operation. Of the rooms available in the plant, 40 may be considered to be general purpose classrooms. The remaining activity areas include nine science rooms (4 biology, 2 physics, 2 chemistry, 1 physical science); three music rooms (2 instrumental, 1 vocal); three shops (1 combination metal-wood, 1 power mechanics, 1 marine mechanics); two homemaking rooms (1 foods, 1 clothing); eight special rooms for study halls; one cafeteria; one large auditorium (seats 1100); one large central library; two gymnasiums (1 boys, 1 girls); two swimming pools; and one conservatory. On its larger site, School G houses a driver training center with two classrooms, offices, and a driving track. This center serves the local school and pupils from two other city high schools. Finally, School G has six teachers' lounges; five teachers' work rooms, which are the academic centers for each of five instructional areas; eight offices for guidance services; four offices for administrative activities; and a health center suite.

School G abounds in facilities and equipment to serve the larger instructional program. All facilities seem to be in good repair, and the total plant exudes an aura of pride and cleanliness. On every hand one sees equipment and facilities of the most current design--a situation which lends to pride in the local plant. Also, the school is working with the community to assure continued support for its programs. Facilities such as the two swimming pools, the gymnasium, and the auditorium are available for community use, and have proven to be a stronger link between school and community.

The community from which the pupil population is drawn is very work-conscious. Approximately 40 per cent of the mothers in the area have jobs even though their husbands are working. In line with this situation, 40 per cent of the youth attending School G also have after-school jobs. Some 200 of the high school students own automobiles, and the school has a parking area for student vehicles as well as faculty automobiles.

Finally, the community represents a diversity of creeds (36 per cent Protestant, 30 per cent Jewish, 26 per cent Catholic) but a homogeneity of races (only one Negro child living in the attendance area) and of socioeconomic background (predominantly middle-class families). However, the youngsters attending School G evidence an intense drive for academic and social success, making the educational environment an "advantaged" situation for the school.

TABLE 73

Schools and Settings: Privileged Area Senior High Schools

School	Setting	Constructed	Classrooms	Enrollments[a]
School A	Fringe Area, Upper-Middle Residential	1961	97	3100[b]
School B	Outer, Upper-Middle Residential Area	1930[c]	53	1700
School C	Outer, Middle to Upper-Middle Residential	1932[d]	82	2400
School D	Fringe Area, Upper-Middle Residential	1953[e]	106	3500[b]
School E	Outer, Middle-Upper-Middle Resid.-Commercial	1937[f]	95	2400
School F	Mid-City, Middle-Class Residential	1955	53	1300
School G	Fringe Area, Middle to Upper-Middle Residential	1957[g]	68	2900

[a] In round numbers.

[b] Plant serves grades 7-9, 10-12.

[c] Addition made in 1955.

[d] Addition to building in 1964.

[e] Two additions--1957, 1963.

[f] Two additions--1957, 1964.

[g] Addition to building in 1962.

A brief review of the characteristics of the privileged area senior high schools visited in this study would include similarities and contrasts in make-up. For example, all of the schools visited are located in outer, largely residential areas of the city. Also, the neighborhood settings for all schools are typically middle to upper-middle socioeconomic areas, with all the characteristics of suburban settings. The sites on which the school plants are located are generally large enough to allow for activity areas, for faculty and student parking, and for landscaping. In most cases, the school buildings are far enough removed from city streets to provide a safety factor as well as a removal from noise and other distractions. The contrasts to be seen in the schools visited occur with respect to their age and size. As one may see in Table 73, the age of the school plants varied by over thirty years. Similarly, the size of the plants ranged from just over fifty to more than one hundred rooms.

Several observations, which apply to all of the seven schools, should be mentioned. First, all of the schools are the focus of pride and interest by the surrounding community, and seem to represent the architecture and the upkeep maintained by the area. All of the buildings have very modern equipment and facilities and have received the best of maintenance. A tour of the school plants reveals the care that has been given all facilities by the custodians. Similarly, the visitor quickly notices the clean rooms, halls, and grounds which point to the general concern and care given the school by the student populace. In short, the seven plants represent centers of learning with many positive factors and facilities conducive to pride and participation--by pupils and community.

The Pupil Population

Central to the program of instruction in every school should be the needs and interests of the populace served. Not only is the program structured to serve the pupil populace, but it is upon the problems, the achievements, and the changes in the pupils that the program is evaluated and revised. In this light, "pupil populace" has been included as one of the significant aspects of high school "instructional programs" to be described. Presented in the following section is a descriptive overview of the pupil populations in seven depressed area senior high schools and in seven privileged area senior high schools. Drawing upon objective data (data secured from records, reports, etc.), clinical data (information derived from interviews with school personnel), and subjective data (information gleaned from personal observations and interpretations of the researcher), an attempt was made to describe the pupils in terms of social, cultural, physical, psychological, intellectual, and motivational make-up.

In each account of specific pupil groups the researcher has discussed those observed phenomena and characteristics which seemed to have special significance for the local school program. Therefore, some factors or characteristics have been described only in several settings; other traits or phenomena were described in every case.

Depressed Area Senior High Schools

School A, located in a mid-city area which is in a period of population transition and which is experiencing a high rate of transiency, has a pupil population of nearly 1600 youth. The racial make-up of the student body consists of about 70 per cent Caucasian and about 30 per cent Negro youngsters. The local area, which is largely residential, represents an older, once desirable residential section of the city, but is now a declining, low-income setting.

The pupils coming to the school reflect the effects of transiency. For example, a recent investigation by the principal revealed that some pupils had attended 12 to 14 schools during their lifetime. Some students had already attended three or more high schools by their sophomore year in high school. In the case of School A, the rate of transiency reported by the principal was about 25 per cent; the director of guidance set the figure at 15 to 20 per cent. Many of the youngsters come from broken homes in which one parent (usually the mother) is the sole means of support, or in which relief payments or aid to dependent children provides the means of subsistence. Because of the poor home and community conditions in which they live, a number of students seem demoralized and apathetic toward school activities; however, these would represent a small portion of the student body. Finally, the principal of School A indicated that there were some 40 to 60 parolees from correctional institutions currently enrolled in school. Though a few seem to adjust to the school situations, the majority do not and thus become the "trouble-makers" of the school.

The principal reports that school-home relationships are good, but could be better. A cooperative school-community-business project to improve the total community has paid dividends for all concerned, and the positive values are reflected in the community-involvement of many of the students of School A. During his stay in the school, the researcher sensed a cordial, active, and interested atmosphere among the students.

Teachers and guidance personnel were asked to identify the interests and needs of the students attending School A. In their response to the question of pupil interests, the teachers interviewed replied that the major interests were getting a job to have money for immediate needs, owning an automobile, and love and marriage. With regard to the major needs of the local students, the teachers felt that the students needed to better understand themselves and to understand the future they will face as adults. Also, the teachers felt that the majority of the students needed to learn saleable skills. The director of guidance for School A indicated that the major needs of the pupils included identification with someone who could give them direction and guidance, and who would fill the "parent gap"; and the cultivation of a more healthy attitude toward education and its necessity. As a final note about pupil make-up in School A, the teachers,as well as the administration and guidance personnel, noted that the student body represented extremes in ranges of needs, interests, and abilities.

Regarding the academic future for the students in School A, the director of guidance indicated that perhaps 15 to 20 per cent would enroll in college. In addition, perhaps another 10 to 15 per cent would enter some form of post-high school training. During the course of an academic year at least 3 to 4 per cent of the student population will drop out of school. The guidance director noted that the figure might be larger except that the city schools have an outstanding vocational high school program which attracts many potential dropouts. Finally, with respect to the tests administered to identify college potential, the only figures available showed that about 25 per cent of those eligible in School A took the National Merit Scholarship Examination last year.

As a final measure of the make-up of the students enrolled in School A, it might be well to look at the adjectival descriptions given to the pupil population. From a printed list of 48 adjectives, 16 were selected by the majority of the teachers who responded to the printed Teacher Inventory form. As may be seen in Table 74, the teachers tended to view the youngsters positively, assigning only two "negative" adjectives to the pupil populace.

School B, a "smaller" high school on the edge of a depressed residential area, has an enrollment of 1100 students. The racial make-up of the school consists of about 80 per cent Negro youngsters, most of whom come from low-income families. The remainder of the student body consists of white youth from low-income families who have immigrated to the city from rural areas of the Southern Appalachian region of the nation. Included in the student enrollment are many youngsters from one-parent homes or from homes in which the means of support derives from relief payments. There are also some "correctional" youth enrolled in the school who have returned from institutions and who are trying to "make a go of it" in a regular school.

The general setting in School B is less than desirable. There is, according to the guidance director, a problem of transiency with a pupil turnover of about 10 per cent during the regular school year. In addition, the director of guidance indicated that the school had a dropout ratio of about 5 per cent during the academic year. The principal commented upon a situation created by the policy of "open enrollment" within the city system in which a substantial portion of pupils have transferred to other schools for "good reasons" (the claimed need to enroll in subjects not offered in the local school). There have been some recent racial incidients, several of which seemed to be primarily employed as excuses for transfer to another school.

When asked to identify the major interests of the youth in School B, the teachers who were interviewed suggested that most interests dealt with the satisfaction of immediate desires. The director of guidance was more specific, indicating that the pupils were interested in sports, music, and social activities. The principal of the school cited sports and arts and crafts as the central areas of pupil interest. In response to the question about perceived needs of the local youth, the teachers pointed to the immediate physical needs--food and rest--and to the need for better reading skills. The director of guidance services suggested that the students needed reading skills, study skills, and the normal physical necessities, but that they also needed a stable home environment. Finally, the guidance director pointed to a need for an adult authority figure with which the student could identify and gain guidance and direction.

Regarding the academic future of the students in School B, the director of guidance cited figures to show that about 20 to 25 per cent of the graduates will enroll in college. Another 5 per cent will enter some other program of post-high school training. "Very few" students take the College Boards examination. About 25 per cent of those eligible take the American College Test. Nearly 25 per cent of the eligible students take the National Merit Scholarship Examination, and over 15 per cent of those eligible take the Preliminary Scholastic Aptitude Test.

In their selection of adjectives which best describe the students enrolled in School B, the teachers who responded to the printed adjective checklist selected a number of "negative" terms such as "indifferent," "quarrelsome," "lazy," "imperceptive," "rude," "disruptive," and "self-centered" (Table 74). One may take issue with the validity of this measure, but it does provide an indicator of teacher perceptions--an important factor in the teaching-learning situation.

School C, situated in a very depressed (slum) residential-commercial area of a large city, has a student enrollment of 2300 youth, all Negro in racial composition. Because of the depressed socioeconomic circumstances, and because of the deprived environmental setting from which they come, most youngsters attending the school represent I.Q. ranges of from 90 to 100, or less. Typical of the depressed circumstances, a large number of the families in the area are one-parent, are welfare, or are aid-to-dependent-children recipients. According to the principal of the school, school-home communication is poor because of a number of factors. In some homes there are no telephones, in other homes the one parent, or both if there are two, works and cannot be contacted; or, in some instances, there is parental distrust of the school.

As a concomitant to the environmental setting, the students come to School C with little academic motivation. Tardiness and poor school attendance abound, and there is a regular 10 to 12 per cent rate of absenteeism. On the day the researcher was in the school there were 334 students absent from school. Transiency is also a problem for the school. According to an estimate by the director of guidance services, School C has a 25 to 35 per cent turnover in student enrollment during the regular school year--a high rate of movement.

Teachers and the director of guidance were asked to identify problems, needs, and interests of major proportions. In addition to the problems of transiency and dropout, the teachers pointed to the extreme lack of motivation in many of the students. Also, the teachers noted that many pupils were deficient in reading and speaking skills. The major interests of the pupils, as identified by the teachers, seem to be in getting a job, in acquiring money, and, for a few, in getting into college. The primary needs of the students, as perceived by the teachers questioned, included the need to learn success patterns in school ("success is patterned in the school"), and the need to prepare for entering the adult world. The director of guidance cited two needs, the need to develop a skill, and the need to see an end or a goal for existence in modern society. One need was cited by the principal when he responded to the researcher's query about the large number of well-dressed students attending school in a poverty-stricken area. This was the need for personal recognition and/or self-expression. Parents and youth will spend undue amounts of money for one good set of clothes so that the student will have a tangible source of pride.

The academic future of the pupils seems to be less than good. According to the director of guidance, some 15 to 20 per cent of the graduates of School C will enroll in college. Another 10 per cent will enter some other form of post-high school training. These figures become more cogent when one considers that during a regular school year some 15 to 20 per cent of the youngsters will drop out of school (an estimate by the guidance director). With respect to testing for the academic potential of the college-bound, some 20 per cent of those eligible will take the College Boards Examination. Twenty-five per cent of those eligible will take the A.C.T. exam. Ten to fifteen per cent take the National Merit Scholarship exam, and 10 to 15 per cent take the P.S.A.T.

The teachers who responded to the printed checklist of terms which describe the pupils of the local school tended to view the youth positively, assigning mostly terms which are of a positive or of a neutral nature (Table 74).

School D is located in the downtown core area of a large city, adjacent to a large government-built low-rent public housing project.

Nearly half of the 1300 pupils attending the school come from the public housing area. The remainder live in older inner-city homes and apartments. Racially, the composition of the student body is about 80 per cent Negro, and the remainder are children of white second-generation Southern Appalachian Migrants who work in local industries. Represented in the school enrollment are many children from one-parent homes or from homes receiving welfare payments or aid-to-dependent-children support.

Generally speaking, the school-home relationships are good. The school represents the social and civic center for youngsters and adults, thus the articulation of interests and needs is enhanced. There is some population transiency. According to the director of guidance, there is a pupil turnover during the school year of about 5 per cent of the total enrollment. The dropout rate is higher than is desirable, with about 10 per cent of the students dropping out of school prior to graduation.

In identifying problems connected with the pupil population, the school principal pointed to the many cases of low motivation of pupils coming to the school. In addition, the principal cited the physical needs of many youngsters--for food, rest, health--as well as the need for enough money to participate in regular school and community activities. The teachers and the director of guidance substantiated these needs. In addition, the teachers cited as needs the quest for self-confidence and the need for feeling of self-worth. The director of guidance pointed to the need for more job opportunities for in-school and out-of-school youth. With regard to perceived major interests of the pupils served by the school, the teachers listed three key interests, an interest in all sports activities, an interest in getting out of school, and an interest in getting a good job.

With respect to the academic outlook for the students in School D, the director of guidance reports that 15 per cent will enter college. Another 10 per cent of the graduates will take some other form of post-high school training. Less than 5 per cent of the students eligible will take the College Boards examination; less than 10 per cent take the A.C.T.; less than 2 per cent take the National Merit Scholarship exam, and some 15 per cent will take the P.S.A.T.

In their adjectival descriptions of the pupils served, teachers assigned only several descriptive terms which could be considered as negative judgments (Table 74). Generally interpreted, the words used by the teachers indicate a positive view of the students.

School E is located in a depressed residential-business area of a large city which is undergoing slum clearance and which will soon have more "high rise" housing in the vicinity. The school has an enrollment of over 2350 youngsters, all of whom are Negro in racial make-up. Although the average family income in the area is about $3200 per year, many of the students come from impoverished one-parent or two-parent homes which receive welfare or aid-to-dependent-children checks. According to the school principal, school-home contacts are poor in that there are either no telephones or both parents have to work to support the family. The neighborhood is also highly transient, with the school enrollment having at least a 10 per cent turnover during the academic year. In addition, the dropout rate is very high in the area. The director of guidance indicated that the school had a 24 to 25 per cent dropout. The principal, as well as other members of the instructional staff, noted the general disadvantaged status of many of the school's clientele with respect to the physical, the social, and the cultural necessities. In his assessment, the disadvantaged background carried over to the school in the forms of low attendance rate, low academic motivation, and extreme turnover and dropouts of pupils.

In their assessment of the major needs of the youth attending School E, the teachers who were interviewed cited the need of many for the "essentials" of life--food, clothing, and rest. Also, the teachers stressed the need for job opportunities and for a future for the youth. Finally, several of the teachers suggested that the students needed training in self-discipline, that they needed education for independence, and that they needed to develop an appreciation for human worth and human dignity. The needs cited by the director of guidance included improvement of the ability to articulate, development of oral skills, training in interpersonal relations, an opportunity to experience success, and the opportunity to identify with a male image (for children of matriarchal families). The interests of the students, as interpreted by the teachers, seemed to focus on immediate concerns--on the acquisition of food, clothing, money, and upon securing a job.

The academic outlook for the youth of School E is less than desirable. According to the director of guidance only 20 per cent of the graduates will enter college. Another 5 per cent will take some form of post-high school training (chiefly nursing training). Those taking tests of academic potential include 10 per cent of those eligible who take the College Boards examination, about 10 per cent take the A.C.T., about 10 per cent will take the National Merit Scholarship examination, and about 15 per cent will take the P.S.A.T.

In their selection of 16 adjectives which best describe the pupils enrolled in School E, the responding teachers included some six words with negative connotations (Table 74). The selection of words such as "indifferent," "lazy," "disruptive," and "antagonistic" indicate possible barriers to harmonious teaching-learning relationships.

School F is a semi-urban, semi-rural large city high school, located far from the core area of the city but in a low-income residential development. The school has an enrollment of some 1250 youngsters, about 30 per cent of which are Negro youth. Most of the remainder of the students are the children of second-generation white Southern Appalachian Migrants. The principal, who has been with the school since its founding, estimates that only 8 to 15 per cent of the youngsters are college-bound. School-home communication is less than good. This situation, as well as the low proportion of college-bound youth, would seem to derive from the low educational level of the parents and from their general lack of interest or understanding of the school. The director of guidance estimated that the rate of pupil transiency for the school was very high--nearly 25 per cent pupil turnover during the school year. This could account also for the generally poor school-home ties. Finally, the dropout rate, as estimated by the director of guidance, is about 3 per cent of the total enrollment.

Problems faced by the school in working with the students, as identified by the school administration, include the gamut of problems associated with general cultural deprivation. Chiefly, though, the student populace brings to the school a lack of academic motivation. In citing the major interests of the students, as they perceived them, the teachers named interest in automobiles, interest in boy-girl relationships, and interest in college or a job. The major needs of the students, as assessed by the director of guidance, included the need to achieve and the need for a sense of self-improvement and success. The teachers who were interviewed felt that the greatest need at this time was for some post-high school job preparation for the non-college bound.

The academic future of the students of School F is illustrated by the figures presented by the guidance director. Some 15 per cent of the students will enroll in college; another 25 to 30 per cent will enter some other post-high school training program. Of those eligible to take the examinations, some 15 per cent take the College Boards exam, about 15 per cent take the A.C.T., some 15 to 20 per cent take the National Merit Scholarship examination, and about 10 per cent take the P.S.A.T. tests.

The teacher perceptions of the students attending School F, as gleaned from their selection of sixteen adjectives on the printed checklist, indicate a generally favorable assessment (Table 74). With the exception of five negatively oriented terms which received low ranking, the teachers were quite positive toward their student clientele.

School G is located in a lower-middle class residential area of a large city which has a predominantly Negro population. All but seven (5 white, 2 Asian) of the 2850 students attending School G are Negro. The pupils come from diverse backgrounds and from a wide range of socioeconomic and academic levels. Some of the students are from substantial, stable home environments. However, with the continuation of downtown urban renewal projects, and with the resettlement of the inner-city transients in the local setting, the community is becoming less stable in population content. Of the students attending School G, nearly 40 per cent come from one-parent families or from homes receiving aid-to-dependent-children payments. Overcrowding in the homes, many of which have become multiple-unit dwellings, has brought to the youngsters and to the community the problem of delinquency and crime. A recent "rash of incidents" involving pupils of School G have been traced to out-of-school youth who "hang around" the school, creating difficulties. As a result, the school is now patrolled by a uniformed policeman.

The transitional state of the population, plus the in-migration of persons with low educational backgrounds has not helped school-home communication and cooperation. For example, the average attendance at the PTA meetings is about 40 to 50, decidedly low for some 2000 parents. The transiency of the neighborhood has carried over into the school. The director of guidance estimates that 8 to 10 per cent of the enrollment will have moved to another school by the end of the academic year.

In their place, new students will have arrived. The dropout rate is also indicative of the community problem. More than 5 per cent of the students will drop out of school prior to graduation. In brief, the motivations of the youngsters coming into School G are less than desirable.

The teachers and the director of guidance, interviewed in separate settings, were asked to identify interests and needs of the youth, as they perceived them. The teachers indicated that the outstanding interests of the pupils seemed to be in achieving academic success (good grades) and in participating in all available entertainment sources (sports, dances, parties, games, etc.). With regard to the perceived needs of the student population, the teachers listed the need for cultural enrichment, the need to understand self and one's emotions, the need for encouragement from someone, the need for recognition as an individual, and the need to learn how to set one's own standards. The director of guidance felt the major needs of the youth attending School G included the need for motivational experiences, the need for family unity and for security, and the need of an opportunity for self-assertion.

With regard to the academic outlook for the students at School G, which is primarily an academically oriented institution, the director of guidance estimates that 10 to 15 per cent of the graduates will enter college. Another 20 to 25 per cent of the graduates will enroll in some other form of post-high school training. At this time, less than 5 per cent of those students who are eligible take the College Boards examination, less than 2 per cent take the A.C.T. test, less than .5 per cent take the National Merit Scholarship examination, and less than 5 per cent take the P.S.A.T.

The teacher perceptions of students attending School G, as interpreted from the 16 selected adjectives from the printed checklist, show that the teachers generally have a positive view of the student make-up as found in the local school (Table 74). Less than four terms of a negative nature were selected by the staff in the choice of sixteen adjectives to describe the pupil populace served. The remainder of the selections represent descriptions of a positive or neutral character.

A brief review of the characteristics of the students attending the depressed area high schools visited in this study reveals several consistencies. First, the racial make-up of the large proportion of pupils (in all but two of the schools) is non-white. Second, as indicated by the administrative and guidance personnel, there is a high rate of pupil transiency, with many pupils having been in several other schools prior to their present enrollment. A substantial number of the youngsters come to these high schools with unstable family backgrounds and with low academic motivation. The low motivation would seem to be reflected in the dropout rate of pupils, which varies from an estimated low of 3 per cent in several schools to an estimated 24-25 per cent in one high school (Table 75). Also, the lower academic inclination is reflected in the low percentage of graduates who enter college or other post-high school training. There would seem to be either a low interest or a sense of hopelessness in the pupils regarding college entrance in that very few of those eligible take the college entrance or college aptitude examinations.

TABLE 74

The Sixteen Adjectives Most Used by the Staffs of Depressed Area Senior High Schools to Describe the Pupils Served (Listed in Rank Order)[a]

Adjective	Schools							Mean for D.A. Senior H.S. Teachers[b]
	A	B	C	D	E	F	G	
ACTIVE	2	16	3	6	2	7	7	5
AFFECTIONATE				16				
AGREEABLE	3			12		12	13	12
ANIMATED			16					
ANTAGONISTIC			15		11			
CHANGEABLE	4	1	4	1	10	1	3	1
CIVIL	12			14				
CONSIDERATE	13							
COURTEOUS	8		14	3			14	13
CURIOUS	16		13		15	14		14
DISRUPTIVE		10	12		8	8	12	10
EXPRESSIVE	14		11	7	14		10	11
GREGARIOUS	7	12	8	15	7	10	9	9
IMITATIVE	5	13	7	4	5	9	8	7
IMPERCEPTIVE		7						
INDIFFERENT	6	2	2	10	1	2	2	3
INFORMAL	1	9	6	2	9	3	1	2
LAZY	11	6	1	8	6	5	6	6
LETHARGIC		14				16		
MISCHIEVOUS		4	9	9	4	4	5	8
NEAT	15			11	16		16	
OUTGOING		15				11	11	15
QUARRELSOME		5			12		15	
RASH		16						
REALISTIC	16							
RUDE		8	10		13	15		16
SELF-CENTERED		11		13				
SINCERE	10					16		
SLOPPY						13		
UNPREDICTABLE	9	3	5	5	3	6	4	4

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[a] From the 48-word Adjective Checklist in Section 5 of the Teacher Inventory (Appendix E).

[b] Derived from 402 qualified teacher responses to the printed Teacher Inventory.

TABLE 75

Characteristics of Pupil Population: Depressed Area Senior High Schools

School	Enrollment	Racial Make-up[a] (% non-white)	Transiency[a] (% turnover)	Dropouts[a] (% pupils)	Will enter: College[a] (% of graduates)	Other Training[a]
School A	1600	30	15-25	3-4	15-20	10-15
School B	1100	80	10	5	20-25	5
School C	2300	100	25-35	15-20	15-20	10
School D	1300	80	5	10	15	10
School E	2350	100	10	24-25	20	5
School F	1250	30	25	3	15	25-30
School G	2850	99	8-10	5	10-15	20-25

[a] Estimates made by the school principal and/or director of guidance for school.

In fact, less than one in five eligible students will take these examinations, even though the cost of the tests will often be assumed by the school.

The general description of the pupil populations which was derived from the perceptions of teachers, guidance personnel, and school principals included the consistent observation that these youth had interests of an immediate rather than long-range view. Also, the majority of the youth attending these schools are more concerned with physical and social interests than with intellectual activities. Finally, although the school personnel did mention discipline problems deriving from the lack of pupil interest and poor future perspectives, the majority of the descriptions given to the pupils were of a non-negative connotation.

Privileged Area Senior High Schools

School A, located in a new privileged residential area of a large city, has in its enrollment of 3100 youngsters[73] what the principal calls "a bur[illegible] of talent." These youngsters perform as a complete school at the [illegible]th percentile, as measured by the Henmon-Nelson Test of Mental Ability. This measured level of ability represents a figure somewhat higher than the average for all of the city's schools. Within the total enrollment are 20 complete classes of "superior ability students," who have been identified and grouped by means of a battery of standardized tests of ability, and who operate at the 95th percentile of ability (Henmon-Nelson), and who generally possess an I.Q. in excess of 125.

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[73] 1689 students in grades 10-12.

Although the school is relatively new and has had only a few graduating classes, the records indicate that 74 per cent of the graduates enter college; another 10 per cent enter some other program of post-high school training. A further indication of the academic concern of the students may be seen in the number that participate in the pre-college entrance tests administered by the school. More than 80 per cent of the eligible students take the College Boards examination, 80 per cent take the A.C.T., about 50 per cent take the National Merit Scholarship exams, and approximately one-third (33 per cent) take the P.S.A.T. Although these tests represent a cost to the participants, they are available to all students, and the school will assume their cost for any interested pupils who cannot afford to participate.

The community from which the students come to the school represents a positive, motivating factor in the students' academic and social lives. The area, which is residential in make-up and which is considered as most desirable for settlement, attracts a high level populace with regard to social, economic, cultural, and educational backgrounds. There is exceptional parental interest in and support of all school activities. In fact, the principal indicates that parents volunteer for everything. As an example of the extreme parental interest, so many parents attend the school's graduation ceremonies that it has had to hold commencement activities in another school's outdoor stadium. This interest has carried over to the students in the form of pride and participation in all school activities. A reinforcing factor in the growth of program and participation in School A is the stability of population. According to the director of guidance, there is less than 1 per cent turnover in student enrollments during the regular school year, lending a stability to programs and activities. Finally, an indication of the apparent strength and appeal of the school's activities is seen in the very low dropout rate which, according to the guidance director, represents less than 1 per cent of the total student enrollment.

The teachers interviewed were asked to identify interests and needs which they perceived in the students served. They cited as the major interests of the pupils, participation in social activities, and preparation for entrance into college. The guidance director described as major pupil interests a desire for academic success, building social status and exercising leadership roles, and full participation in school activities. With regard to the needs of the pupils attending School A, the teachers felt that the pupils needed "success experiences," and that they needed to share in all aspects of "the good life." The director of guidance felt that all pupils should have an opportunity to utilize their talents and to exercise leadership in an area of their competency. He noted, however, that such experiences are not accessible for all in a program with several thousand participants and with a limited number of activities. Finally, the guidance director felt that there was a real student need for pre-professional training in the school's program. In this respect, the establishment of good study skills and habits becomes a need of the pupils.

In their response to the printed checklist of 48 adjectives, the teachers selected 16 positive terms to describe the pupils, giving high priority to such terms as "active," "interested," "agreeable," "aware," "curious," "expressive," and "sincere" (Table 76). If the checklist and the unanimity of response are indicative of the human resources with which the instructional personnel of School A are working, then it may be said that the school has an "advantaged" pupil population.

School B is located in an outer city residential area which was once "the community," inhabited chiefly by the families of upper and upper-middle socioeconomic status. At present the community is undergoing a transition in residential population, in which a lower, middle-class populace is moving into the area as the previous residents move out into newer suburban settings. With the residential transition has come a change in the character and composition of the school's enrollment. Whereas the complete focus of the school program, because of the pupil populace served, once was on college preparation, today the school has become cognizant of other instructional goals. An example of the change in enrollment may best be seen in terms of racial make-up. Until two years ago, less than 5 per cent of the school enrollment was made up of Negro youngsters; today 18 to 20 per cent of the 1650 students are Negro.

In spite of the transitional state of the community and the school, the pupil populace still represents an advantaged group. The principal of School B pointed to the fact that the school still had the highest overall scores for all city schools on the standardized tests which are administered to all high school students. The school's program is still college-oriented, and approximately 80 per cent of the graduates will enter college. In addition, as was stressed by the director of guidance, some 12 per cent of the school's graduates will enter other post-high school training programs, making a proportion of 92 per cent of the graduates who will continue their education. A look at the proportion of juniors and seniors who take the tests of post-high school academic potential shows that 50 per cent take the College Boards examination, about 33 per cent take the National Merit Scholarship examinatión, about 33 per cent take the P.S.A.T., and 60 to 70 per cent take the A.C.T.

Problems identified by the instructional personnel which have bearing on the pupil population derive from the transitional state of the community. The pupil turnover during the school year is estimated by the guidance director to now be about 13 per cent. In addition, the school is experiencing for the first time some dropouts. However, the percentage of dropouts for the entire enrollment represents only 1 per cent of the student body. Finally, with the change in pupil population has come a wider range of student interests and abilities, and, for the first time, a real consciousness of status and class differences.

In their identification of student interests in School B, the teachers interviewed cited as major interests academic achievement and college entrance. The counselors pointed to social activities as representing the primary interests of the girls, and to vocational concerns as being primary with the boys. The teachers felt that the needs of the pupils served could be identified as anything which represented "preparation for life." The counselors were more specific and suggested that the pupils wanted support, direction, and guidance.

The descriptive adjectives, selected by the teachers from a printed checklist to describe the pupils served, represent a positive view of the resident clientele (Table 76).

School C is a large high school located in a long-established upper-middle income residential area in the outer section of a large city. The school itself has been in operation for some years but is one of the newer high schools in the city. Some 2400 pupils come to School C, of which only 3 to 5 per cent are non-white. The supporting community represents a stable residential area with a long tradition of support for its schools. Examples of community support may be seen in such situations as PTA membership, in which more than 1000 persons are members. Every home, according to the principal of the school, has a telephone and does not hesitate to use it if a child's welfare is concerned. The school has the highest attendance rate for all of the city's schools, with a 97 per cent average attendance. Finally, the interest in the school is of such degree that the teachers and the school counselors felt that there was too much pressure on the pupils to achieve at a maximum level.

The pupil population represents an eager, interested, and sophisticated group of young persons who want to achieve, and who usually do. The measured PLR range for the student body lies between 70 and 150. The school has had many scholarship winners, among whom were four recent Merit Scholars, winners in national competition. An indication of the students' interests, leadership, and maturity were seen by the researcher in the form of "Honor Study Halls," in which some 700 students per class period were participating in study halls without adult supervision. The observed pupil attitudes and actions represent what the principal referred to as "a good atmosphere," conducive to personal, social, psychological, and intellectual growth.

The academic interests of the pupils are seen in part in the student participation in the tests for post-high school potential. According to the director of guidance, some 40 per cent of the pupils who are eligible will take the College Boards examination. Approximately 45 per cent of the pupils take the A.C.T., about 30 per cent take the P.S.A.T., and nearly 50 per cent take the National Merit Scholarship examination. With regard to college entrance, the guidance director estimated that 45 to 50 per cent of the school's graduates would enroll in college. Some 15 to 20 per cent will enroll in other post-high school training programs.

The teachers and the director of guidance were interviewed in separate settings and were asked to identify problems, needs, and interests of the pupils. Members of the instructional staff pointed to the problems of some homes in the community, in which drink, divorce, and/or parental pressure had affected pupils. This circumstance would seem to be evidenced in the pupil transiency (estimated by the guidance director as 10 per cent of the total enrollment for the school year) and in the estimated dropout rate for the school (15 per cent). The teachers of School C identified as the major interests of the local pupils college entrance, marriage, status and peer acceptance, jobs and future employment, and politics. The director of guidance suggested that the real needs of the pupils were for security, status, and acceptance by parents, peers, and teachers. The teachers perceived as needs of the pupils the need to develop work habits and planning abilities, the need for intellectual discipline, and the need for understanding other people. As a final note, it would seem appropriate to cite a problem identified by the teachers. The teachers noted that it was difficult to challenge the pupils in curricular and extra-curricular activities because of the wealth of out-of-school experiences available to the pupils.

The descriptive terms applied to the students by the teachers' response to the printed Teacher Inventory shows a positive perception of pupil make-up (Table 76).

School D, located in an upper-middle socioeconomic residential setting on the fringes of a large city, is currently experiencing a transition in population make-up. Whereas the pupils coming to the school were once predominantly of upper-middle class socioeconomic and cultural background, the school now enrolls a few youngsters of low interest and ability levels. An indication of the diversity in racial and cultural make-up is seen in the pupil enrollment of 3450,[74] of which approximately 15 per cent are Negro youth. In the remaining student populace, 5 to 10 per cent of the youth are children of second generation Southern Appalachian migrants. The balance of the enrollment comes from middle to upper-middle class families.

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[74] 2088 in grades 10-12.

The principal of School D describes the school as a "comprehensive high school," in which the largest number of youngsters are enrolled in a "general program." However, according to the estimates of the director of guidance, 50 to 65 per cent of all eligible pupils will participate in the College Boards examination. Approximately 40 per cent will take the A.C.T., some 50 per cent take the P.S.A.T., and 2 per cent of the Juniors take the National Merit Scholarship examination. With regard to college entrance, the guidance director estimates that about 69 per cent of the school graduates will enroll in college programs. In addition, another 12 per cent of the graduates will enter some other form of post-high school training.

The teachers who were interviewed, as well as the director of guidance, were asked to identify problems, interests, and needs of the local pupil populace. These persons, as well as the administrators who were questioned, cited the problems inherent in the transition of the residential population. The transiency of pupils was estimated by the guidance director to represent a turnover of 10 per cent of the pupil population. The school now has an estimated annual 10 per cent dropout rate, most of which is made up of the "left-outs," children of the Southern Appalachian Migrants for whom the school program has little interest or relevance. Other problems which have come to the school as a part of the transition include religious and racial human relations concerns, a class and status consciousness among the youngsters, and a diversity in socioeconomic, cultural, and educational backgrounds which challenges the present school program. The teachers who were interviewed cited as two major interests of the pupils academic achievement and grades, and college entrance and/or jobs. The same teachers felt that the real needs of the pupils served were for self-discipline, for work skills for the non-college bound, and for academic skills for the college-bound. The director of guidance summed up his perception of pupils' needs by placing them in one category--the need to know themselves.

Finally, in their selection of 16 adjectives to describe the pupils served, the teachers chose mostly positive or neutral terms to portray the students (Table 76). One exception is seen in which the teachers gave a lower rank assignment of the term "self-centered" to the pupil clientele.

School E is located in a largely residential setting which is generally considered to be an advantaged area in terms of socio-economic status. However, the community is one of diversity, having a range in socioeconomic, structural, racial, national, and religious make-up. The school has some 2360 pupils in its enrollment, only 10 of whom are non-white youngsters. The pupils come to the school from homes in which the interest in education and the schools is very high. An indication of the interest and support by the parents is seen in the PTA organization in which the average attendance is 1000 persons. Also, the community has such school-support groups as the Dads' Club, the Mothers' Club, the Boosters' Club. The high interest of the parents and other community members has carried over to the pupils and is demonstrated in the pride, interest and involvement of the students in numerous curricular and extra-curricular activities. A special source of pride, and an illustration of the student involvement, is the leadership exercised by the student government and by other intra-school organizations. The opportunities for participation and for leadership by the pupils in school and community activities led the principal of the school to the observation that "Many of the youngsters are over-privileged."

Evidence of the competencies and the prospects of the students attending School E are seen in several areas. First, recent scores on a battery of tests (D.A.T., O.S.P.E., Iowa Test of Educational Development, C.T.M.M.) administered to high school students in all of the city's schools revealed that the students in School E scored highest of all schools on every test. According to an estimate by the director of guidance, over 60 per cent of the graduates will enter college; another 15 per cent of the graduates will enroll in post-high school training programs. Approximately 50 per cent of those eligible take the College Boards examination; about 50 per cent take the National Merit Scholarship examination, and 50 per cent take the P.S.A.T. (the A.C.T. is not administered).

With regard to the outstanding problems, interests, and needs of the pupil clientele, as perceived by the instructional personnel, those interviewed found it difficult to identify any problems of significance. The residential and the school populations are relatively stable. The guidance director estimated that during the year there would be perhaps a 5 per cent turnover in pupils. The rate of proportion of dropouts is also relatively low with an estimate that less than 5 per cent of the total enrollment will leave the school for other pursuits. The teachers identified as the major interests of the pupils concerns with peer relations, with good grades, and with money. With respect to perceived needs, the teachers cited a general need for more acuulturation of the pupils, and a need for more pupil self-discipline. The director of guidance suggested that the key need of the pupil populace was for success experiences. Few of the physical or psychological needs of many adolescents were cited for the youth of School E.

The verbal picture of the pupil populace, as derived from the 16 adjectives selected by the teachers from a printed checklist, is consistent with the picture drawn in the foregoing account (Table 76). Terms which were given high priority, such as "active," "interested," and "aware," seem to typify the clientele with which the instructional personnel of School E work.

School F is located in a substantial middle-class socioeconomic residential setting but which also has a number of homes representing each of the extremes. The principal of School F describes the school-home communication as being "adequate," noting that in community support for specific programs and activities (e.g., PTA), there is good cooperation. School F serves a pupil enrollment of 1200 youngsters. Most of the pupils are the children of Caucasian parents. However, some 12 per cent are of Negro parentage. Although the principal of the school described it as a "comprehensive high school," he also estimated that 65 to 70 per cent of the pupils were enrolled in the college-preparatory phase of the larger program.

An indication of the academic prospects of the pupils served are seen in several statistics. According to estimates by the director of guidance, 60 to 65 per cent of the graduates enter college. Another 11 per cent of the seniors enter other forms of post-high school training. The guidance director estimates that some 20 per cent of those eligible take the College Boards examination, some 50 to 66 per cent take the A.C.T., about 25 per cent take the National Merit Scholarship test, and some 25 per cent take the P.S.A.T.

The instructional personnel of School F were asked to identify problems, needs, and interests characteristic of the local pupil populace. The principal of the school mentioned that because of the shape and size of the attendance area, and because of the contrasting socioeconomic settings within the area, the school worked with pupils of a wide range of interests and abilities. The teachers also cited the apparent diversity of socioeconomic and educational backgrounds, making for instructional situations with contrasts in interests and abilities. Apparently transiency of pupil population is somewhat of a problem. The director of guidance indicated that during a regular year there would be a turnover of 13.5 per cent of the total enrollment. Dropouts are not a real problem with School F, since only about 3 per cent of the students leave school during the school year. The teachers who were interviewed in School F cited the major interests of the students as getting good grades, gaining and maintaining popularity with peers, and the desire to continue education, entering a good college or technical institute. The director of guidance cited as the major needs of pupils attending the local school the need for more stability in the home, for security, and for understanding. The teachers who were questioned about pupil needs did not cite specific needs; rather, they suggested that needs vary with the interests and abilities of the pupils.

A look at Table 76 shows the 16 adjectives selected by the teachers of School F to describe the pupils served. The terms used represent neutral to positive perceptions of the student clientele, which are in keeping with the aforementioned conditions.

School G is a "comprehensive high school" located in an upper-middle class residential area on the fringe of a large city. Set in a predominantly Caucasian neighborhood, the school enrolls 2930 students, of which only 1 per cent are Negro youth. One of the Negro youngsters lives in the community with his parents. The other few students come to the school under the policy of "open enrollment," in which students may attend another school to take subjects not offered by the school in the district in which he resides. Nearly all of the Negro pupils represent children of economically affluent parents who have had the best of cultural and social stimulation, and who come to the school with strong academic ability and motivations. Although the principal of School G describes the school as a "comprehensive" school, it would seem that the school is academics-oriented, having a large portion of the students in the college preparatory program. The community, which is viewed as a desirable residential area, has much pride and competition, creating some pressures on the youth. Because of the strong interest in the youth and the school, and because all homes have telephones, there is close school-home contact and working relations. School support agencies such as the PTA, the Mothers' Club, and the several boosters' groups facilitate contacts and understanding.

The students attending School G represent active, ambitious children of upper-middle class parents. They come to school well-dressed, well-behaved, and anxious to participate in the school program. A recent study conducted by the administration of the school showed that 40 per cent of the students work in after-school and weekend jobs. Some 50 per cent of the seniors work; 75 per cent of the students enrolled have personal bank accounts; and more than 200 of the students own cars. The visitor to School G sees many evidences of school involvement such as student leadership and participation in unsupervised activities. A further insight into the spirit of the student clientele is seen in the close pupil-teacher ties and working relationships.

The academic outlook of the students in School G indicates that a large number will enter college. The director of guidance estimates that 60 per cent or more will enroll in college. Another 5 per cent enter post-high school training programs of other kinds. Some 65 per cent of the students take the College Boards examination; about 2 per cent take the A.C.T.; 60 per cent take the National Merit Scholarship exam, and 100 per cent take the P.S.A.T.

The instructional personnel were asked to identify problems, interests, and needs characteristic of the local pupil populace. One problem mentioned by the teachers and the administration was that of the religious divisions found within the community (36 per cent Protestant, 30 per cent Jewish, 26 per cent Catholic), which created problems with regard to holidays and religious observances, plus some problems in human relations. Another problem mentioned by all instructional personnel was that created by the pressures to succeed which are put on the pupils by their parents. Because the school staff feels that the students need some acculturation, there is required student participation in three "cultural experiences" in order for the student to receive credit in an English class. The teachers cited as the major interests of the pupils status, money, the "good life," school and social activities, automobiles, marriage, the future (education, job, family). With regard to major needs, the teachers suggested that the students needed a commitment to some purpose or plan; the students needed preparation for college and/or work; the students needed character development, and the students needed to become self-sufficient. The director of guidance suggested that a major pupil need was to receive adequate career information and guidance. Finally, if the number of dropouts or if student turnover are indicators of "need," there would not seem to be cause for undue concern. The counselors estimated that during a school year less than 5 per cent of the total enrollment would move out of the district. In addition, the rate of pupil dropout is quite low. The counselors estimated that during an academic season less than 4 per cent of the total enrollment would leave school.

The response of over one hundred teachers to the printed checklist of adjectives revealed much unanimity in the selection of 16 adjectives to portray the pupils served. The respondents gave heavy emphasis to "active," "outgoing," and "gregarious," terms indicative of the pupil involvement described earlier. One term, "self-centered" received fifth place of the sixteen adjectives selected. However, the use of this "negative" term is consistent with the pupil-centeredness and the pressures of home and school (Table 76).

TABLE 76

The Sixteen Adjectives Most Used by the Staffs of Privileged Area Senior High Schools to Describe the Pupils Served (Listed in Rank Order)[a]

Adjective	Schools							Mean for P.A. Senior H.S. Teachers[b]
	A	B	C	D	E	F	G	
ACTIVE	1	1	1	2	1	1	1	1
AGREEABLE	3	8	3	7	5	6	9	4
ANIMATED				11	16		14	
AWARE	4	6	7	8	7	4	12	8
CHANGEABLE		15		15		14	15	15
CIVIL			10			16		16
CONSIDERATE	12	4	14			11		13
COURTEOUS	10	7	4	9	12	9	13	9
CREATIVE	15			6	9	16		
CURIOUS	6	2	11	13	8	3	10	7
EXPRESSIVE	5	10	8	3	6	12	6	5
GREGARIOUS	14	11	9	10	4	7	3	10
HARMONIOUS			15					
IMITATIVE		14		14	13	13	8	14
INFORMAL	11	5	12	4		10	4	11
INTERESTED	2	9	5	12	3	2	11	3
NEAT	9	3	2		2	5	5	2
OUTGOING	7	13	13	1	10	8	2	6
REALISTIC	16		16	16		15		
SELF-CENTERED				5	14		7	
SINCERE	8	12	6		11		16	12
UNPREDICTABLE		16						
VIGOROUS	13				15			

[a] From the 48-word Adjective Checklist, Section 5 of the Teacher Inventory (Appendix E).

[b] Derived from 485 qualified teacher responses to a printed Teacher Inventory.

TABLE 77

Characteristics of Pupil Population:
Privileged Area Senior High Schools

School	Enrollment	Racial Make-up[a] (% non-white)	Transiency[a] (% turnover)	Dropouts[a] (% pupils)	Will enter: College[a]	Other Training[a]
					(% of graduates)	
School A	3100[b]	1	Less than 1	Less than 1	74	10
School B	1650	19	13	1	80	12
School C	2400	3-5	10	15	50	20
School D	3450[b]	15	10	10	69	12
School E	2360	10	5	5	60	15
School F	1200	12	13.5	3	60-65	11
School G	2930	1	Less than 5	Less than 5	60	5

[a] Estimates by school principal and/or guidance director of the school.

[b] Enrollment for grades 7 through 12.

The students attending the privileged area senior high schools visited in this study were very consistent in several characteristics. The large number of students came from families of middle to upper-middle socioeconomic means and evidenced these backgrounds in their high motivation. The large proportion of these youngsters intend to enter college or some other form of post-high school training, and are in most concerns very much "future-oriented." The majority of these students come from white parentage, and also have relatively stable home backgrounds (Table 77). The youth in these schools are very competitive, in addition to being highly motivated, and over half of those eligible will take the battery of college ability and college entrance examinations. The number of dropouts in the privileged area schools is not significant, and although there is some turnover in pupil enrollments during the year, the number would not seem to be excessive.

The make-up of the pupils, as perceived by the school personnel, is generally positive. The large majority of teachers, guidance persons, and administrators interviewed saw the students as highly motivated, high-achieving, ambitious and responsible youth. School personnel were impressed with the academic motivation and the future-orientation of the students. Also, the general consensus was that most students are very stable in physical, social, and psychological make-up. In brief, the overall view of the youngsters served is that they comprise a talented, responsible, and success-oriented populace.

For an extra insight into the perceived characteristics of the pupils attending privileged area and depressed area senior high schools the reader is encouraged to look at Table 78. Contained in the table

TABLE 78

Adjectival Description of Senior High School Students in Order of Selection by Teachers in Contrasting School Settings

Order of Selection: Depressed Area Sr. H.S.'s	ADJECTIVE	Order of Selection: Privileged Area Sr. H.S.'s
1	CHANGEABLE	15
2	INFORMAL	11
3	INDIFFERENT	26
4	UNPREDICTABLE	23
5	ACTIVE	1
6	LAZY	27
7	IMITATIVE	14
8	MISCHIEVOUS	28
9	GREGARIOUS	10
10	DISRUPTIVE	38
11	EXPRESSIVE	5
12	AGREEABLE	4
13	COURTEOUS	9
14	CURIOUS	7
15	OUTGOING	6
16	RUDE	37
17	QUARRELSOME	43
18	LETHARGIC	36
19	NEAT	2
20	CIVIL	16
21	ANTAGONISTIC	45
22	SELF-CENTERED	20
23	SINCERE	12
24	ANIMATED	21
25	IMPERCEPTIVE	39
26	AWKWARD	41
27	RASH	40
28	AFFECTIONATE	30
29	AWARE	8
30	CONSIDERATE	13
31	INTERESTED	3
32	SLOPPY	44
33	REALISTIC	18
34	SUPERFICIAL	31
35	AGILE	35
36	VIGOROUS	17
37	CREATIVE	19
38	MALICIOUS	47
39	PATIENT	34
40	DISCERNING	25
41	FANCIFUL	42
42	QUICK	29
43	HARMONIOUS	22
44	HUMBLE	46
45	IDEALISTIC	24
46	BUNGLING	48
47	DYNAMIC	32
48	INTENT	33

are the 48 adjectives from the Teacher Inventory checklist, arranged in rank order of their selection by teachers from one type of school, and numbered in order of their selection by teachers in contrasting school settings.

High School Programs

As was stated in the previous chapter about junior high schools, the central concern of this study is with programs of study provided by the schools for the particular pupil clientele served. Therefore, the focus of attention in this section will be upon the kinds and amounts of experiences and involvements available to the pupils and to the resident community populace.

In the following pages an attempt has been made to present in concise form a description of the significant aspects of the curricular and extra-curricular activities found in various school settings. In the account will be included a listing and description of such specifics as subject offerings, courses of study, groupings for instruction, and curricular practices which modify the program. Wherever it seemed relevant to the discussion of programs, there has been included a brief elaboration on special devices or techniques used to improve or modify programs. Included in this listing of special aspects of program has been mention of the use of national curricular programs and materials (e.g., P.S.S.C., B.S.C.S., S.M.S.G., Chem Study) by the local school. Finally, in the latter part of the description of each school program, there has been included a list of extra-curricular and co-curricular activities provided by the school for its pupils.

Data presented in the following account includes objective data which has been gleaned from written reports, schedules, guides, and handbooks; clinical data which has been obtained from interviews with instructional, guidance, and administrative personnel; and personal or subjective data which was obtained through personal observations and interpretations by the visiting researcher.

Depressed Area Senior High Schools

High School A is organized as a senior high school with grades ten through twelve. However, because of several K-8 feeder schools in the attendance area, the school serves a small population of ninth grade students. A listing of the subject offerings in the program of studies offered by School A (Table 79) shows that the school offers 110 subjects for the more than 1580 students served by the school. Of the 110 subject offerings in its program, School A has a variety of offerings spread over a number of subject areas. The 1964-65 North Central Association Annual Report of School A shows that students have a potential total of 214¼ units of credit from which to build a personal program. However, this represents a total number of offerings for all city high schools.

Several conditions would seem to have influence on the program offered by School A. For example, in response to a question about specific additions or deletions of subject offerings in recent times, the principal of School A indicated that there had been little change in courses offered. Rather, there has been some change in content and approach to presentation within most subject areas. School A has added several courses in the commercial area (sales, business law, etc.) in order to provide more preparation for terminal students. The school has no adult education program,and it does not offer any Advanced Placement courses. The only kind of "new curricula" being utilized in School A at this time is the modern mathematics materials produced by the S.M.S.G. group. According to the principal, the school is "gradually working into" P.S.S.C. and B.S.C.S. sciences, but is not yet fully utilizing those materials. Although the school does not practice general grouping of students for instruction, it has made use of grouping of students for participation in the area of English. In this area, students are placed in one of five groups, ranging from superior ability to poor achievers. However, the groups are not given regular names or labels. Rather, they are given symbolic designations (++, + , o, -, --) which, according to the principal are only recognized by the teachers involved. Although School A has no formal provision for team teaching, several sections of students are receiving instruction in social studies and English under the joint efforts of teachers in the two areas. The school conducted an experimental study during the past year, in which one teacher worked with 140 students in the area of biology. Under the plan, the teacher made two large group lecture presentations per week. During the remainder of the week he worked with seven groups of 20 youngsters in a laboratory situation. Although all tests of the project showed it to be worthy of continuance, the program was discontinued because the teacher involved was promoted out of the school. This occurrence, noted the principal of School A, is what happens to so many potentially fruitful ideas. The sponsors

TABLE 79

HIGH SCHOOL A

Program of Studies[a]
(Grades 9-12)

Language Arts:(17)

- English 1 & 2
- English 3 & 4
- English 5 & 6
- English 7 & 8
- Advanced English 7 & 8
- Reading Improvement 1 & 2
- Reading Improvement 3 & 4
- Reading Improvement 5 & 6
- Reading Improvement 7 & 8
- Journalism 1 & 2
- Journalism 3 & 4
- Speech 1 & 2
- Speech 3 & 4
- Creative Writing 1 & 2
- Creative Writing 3 & 4
- Advanced Composition 1 & 2
- Advanced Composition 3 & 4

Mathematics: (6)

- General Mathematics 1 & 2
- General Mathematics 3 & 4
- Advanced Mathematics 1 & 2
- Advanced Mathematics 3 & 4
- Algebra 1 & 2
- Geometry 1 & 2

Science: (5)

- General Science 1 & 2
- Biology 1 & 2
- Chemistry 1 & 2
- Physics 1 & 2
- Applied Science 1 & 2

Social Studies: (7)

- Citizenship 1 & 2
- World Geography 1 & 2
- World History 1 & 2
- U. S. History 1 & 2
- Civics 1 & 2
- Sociology 1[b]
- Economics 1[b]

Foreign Language: (16)

- French 1 & 2
- French 3 & 4
- French 5 & 6
- French 7 & 8
- German 1 & 2
- German 3 & 4
- German 5 & 6
- German 7 & 8
- Latin 1 & 2
- Latin 3 & 4
- Latin 5 & 6
- Latin 7 & 8
- Spanish 1 & 2
- Spanish 3 & 4
- Spanish 5 & 6
- Spanish 7 & 8

Business Education: (11)

- Gen. Business Training 1 & 2
- Bookkeeping 1 & 2
- Bookkeeping 3 & 4
- Shorthand 1 & 2
- Typing 1 & 2
- Typing 3 & 4
- Stenography 1 & 2
- Office Practice 1 & 2
- Business Law[b]
- Sales[b]
- Business Arithmetic[b]

Driver Education: (1)

- Driver Education[b]

Music Education: (6)

- Junior Band & Orchestra
- Senior Band
- Orchestra (Senior)
- Mixed Chorus
- A Capella Choir
- Music Appreciation

TABLE 79 (Contd.)

Art Education: (6)

Arts and Crafts 1 & 2
Arts and Crafts 3 & 4
Arts and Crafts 5 & 6
Arts and Crafts 7 & 8
Art Metals 1 & 2
Ceramics 1 & 2

Home Economics: (10)

Clothing 1 & 2
Clothing 3 & 4
Clothing 5 & 6
Clothing 7 & 8
Foods 1 & 2
Foods 3 & 4
Textile Arts 1 & 2
Senior Foods 1 & 2
Family Living 1 & 2
Family Living 3[b]

Industrial Arts: (12)

Wood Work 1 & 2
Wood Work 3 & 4
Wood Work 5 & 6
Wood Work 7 & 8
Metal Work 1 & 2
Metal Work 3 & 4
Metal Work 5 & 6
Metal Work 7 & 8
Mechanical Drawing 1 & 2
Mechanical Drawing 3 & 4
Technical Drafting 1 & 2
Technical Drafting 3 & 4

Physical Education: (7)

Physical Education 1 & 2
Beginning Swimming
Advanced Swimming
Physical Education 5 & 6
Physical Education 7 & 8
Health 7
Health 9

Special Education: (6)

English C
Citizenship
U. S. History C
Occupations
Mathematics C
Science C

TOTAL OFFERINGS: 110

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[a] As obtained from mimeographed list of subject offerings.

[b] One-semester course offerings.

REQUIREMENTS FOR GRADUATION:

Three years of English, one year of U. S. History, one year of Mathematics, one year of Science, and eight semesters of physical training. In addition to the "major" in English, one major (6 credits) or two "minors" (4 credits each) must be completed in any one of the following areas: Science, mathematics, foreign language, social studies, industrial arts, home economics, business education, art, or music. The minimum unit requirement is sixteen (16) total units.

Neither School A, nor the larger city school system in which it operates lists particular "courses of study." Rather, in the published handbook on The Senior High School, the system suggests that students are responsible for making up their own course of study. The program offered at School A would seem to have three emphases: college preparatory, general studies, and terminal commercial-vocational studies.

and the executors are promoted and move to other situations, leaving programs without the personnel to carry them on. An experimental "college prep project" which is similar to the talent identification and development project of the Higher Horizons program in New York City is being sponsored by a private industrial firm and involves a few students in School A. Another aspect of the program, that of remedial services, is conducted by School A in the form of a reading center in which teachers are working with potentially outstanding students who are reading much below grade level. Apparently, this program has proven both popular and fruitful, and will be continued by the school. School A does provide, as do other schools in the city, an educational program for educationally retarded youngsters. Students with I.Q.'s of 70 or below, who are reading at a low grade level. are placed in special instructional groups, labeled "Special C" classes, in which the pupils are segregated only for instruction in the academics. In all other curricular activities, and in extra-curricular concerns, the special students are placed in regular classroom groups. Finally, the school does provide instruction in vocational, business, and commercial areas, and has a substantial number of student participants in a work-study program in which they spend one-half day in school and one-half day in on-the-job training. Within the city, under a separate board of education, there is a large technical-vocational high school and post-high school training available to interested students.

When asked to identify limitations on the kind of program provided by School A, the principal noted the normal limits which derive from a lack of time, space, and finances. However, the principal was more concerned with the limitations presented by teachers who cannot empathize with inner-city youth, with teachers who teach above the pupils' interests or abilities, and with teachers who function as if all students had the ability and motivation to respond favorably to traditional forms of instruction. Needs in program, as identified by the principal, included the need for more remedial and special help for the educationally retarded youngsters. Also, the principal felt very strongly that the school program in an inner-city school should include more practical offerings, especially for youth whose high school education will be terminal. For example, science should be a "life science" in which the subject matter deals with real-life concerns for the "terminals." The English experiences and training of these pupils should include training in the communication skills, in completing job application forms, and in writing for assistance or advice. In short, the principal felt that the school needed a good terminal training program. With respect to perceived needs in program, the director of guidance indicated in an interview that School A's program was strong and needed very little in changes. The teachers who were interviewed and asked to identify needs in program responded with a plea for more staff (to reduce the size of classes) and for more instructional and office space. Also, the teachers felt that the school might provide better experiences and instruction for the exceptional child, especially for the student who has exceptional academic abilities.

The strengths in the program of School A were identified by the principal as lying in such academic areas as English, and in such extra-curricular and co-curricular areas as music. The director of guidance indicated that there seemed to be two areas of much impact on the youth attending School A--the area of sports offerings, both inter-school and intramural; and the "practical" areas which allow skills development--home economics, art, and industrial arts. Also, the guidance director felt that a strength in the local program was the prevailing attitude by the school that if there is need for and interest in a particular subject not currently offered, the subject will be added to the program. Finally, the teachers who responded to the question about strengths in program, as perceived by them, cited the reading improvement program, the new emphasis upon terminal subjects and activities, and the cooperation and concern of the faculty.

Contained in Table 80 is a list of extra-curricular activities provided by the school, with an estimated number of pupil participants in each activity. More than three dozen activities are available to the student body. However, as may be seen in the list, a very small proportion of the school enrollment participates in any one activity--or for that matter in all of the activities presented. In addition to the popularity of the sports program, which has already been cited, it would seem worthwhile to mention one activity which has been especially popular with the girls in School A. This activity, the drill team, which meets at 7:30 in the morning for two or three mornings a week, has many more hopeful participants (200 or more) than it has placement for aspirants. This activity, the sports program, and the music program represent the most popular and the most attended pupil activities at this time.

TABLE 80

HIGH SCHOOL A

Extra-Curricular Activities

Title or Kind of Activity	Available to	Number Involved
Art Service Club	All students	35
Athletics		
Baseball	All boys	40
Basketball	All boys	45
Cross Country	All boys	25
Football	All boys	80
Golf	All boys	15
Gymnastics	All boys	18
Swimming	All boys	40
Tennis	All boys	15
Track	All boys	65
Wrestling	All boys	30
Band	All students	65
Cheerleaders	All students	25
Chorus	All students	85
School Annual	Yearbook	12
Dramatics	All students	40
Drill Team	All girls	54
Future Teachers of America	All students	74
German Club	All students of German	62
Girls Athletic Association	All girls	
Pep Club	All girls	60
Apparatus	All girls	n.a.
Badminton	All girls	n.a.
Basketball	All girls	n.a.
Dance	All girls	n.a.
Life Saving	All girls	25
Softball	All girls	n.a.
Swimming	All girls	40
Volleyball	All girls	n.a.
Junior Red Cross	All students	n.a.
Latin Club	All students of Latin	90
Library Helpers	All students	37
Orchestra	All students	35
Organ	All students	8
Projection, Sound, Stage Crews	All students	35
School Newspaper	All students	20
Student Council	All students (elected)	110
W. Club (Lettermen)	All boys (letter winners)	48
NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:	
36	1587	

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[a] As derived from student handbook; verified by principal.

High School B offers a program of studies primarily oriented toward the interests of students in grades ten through twelve. However, because some of the pupils come from several feeder schools with grades K-8, School B does provide subject offerings for ninth graders. Concern for ninth grade students is seen in the subjects which have been added to the academic program in the past several years, namely ninth grade French, homemaking for ninth grade pupils, and provision for a fourth year of mathematics in the curriculum. A look at the list of subject offerings of School B (Table 81) reveals that the program is primarily one of basic offerings, with not too many electives. As the reader will note, there is a total of 74 distinct subject offerings from which the 1100 youngsters may build an academic program. The 1964-65 Annual Report to the North Central Association of Colleges and Secondary Schools, as submitted by School B, indicates that the school provides only 59½ units of subject offerings.

School B has no formalized program for remedial instruction. Rather, the school has several teachers who are qualified to give help to youngsters with reading problems which is done in English classes. In the same manner, the school has no formalized programs for academic enrichment. Enrichment activities of the school occur only in the sense that students in the advanced track in English and students in the upper groups in mathematics and social studies are working with more advanced materials and content. The only formal grouping for instruction in School B is done in English, history, and business classes. In other classes students are assigned at random or group themselves by the subjects taken (a case in point would be pupil selection of

TABLE 81

HIGH SCHOOL B

Program of Studies[a]
(Grades 9-12)

Language Arts: (7)

English I
English II
English III
English IV
Special English
Dramatics
Speech

Mathematics: (8)

9th Mathematics
Algebra I
Algebra II
Plane Geometry
Solid Geometry
Trigonometry
Mathematics V
Senior Mathematics

Science: (6)

Boys' Health
Girls' Health
Biology
General Science
Physics
Chemistry

Social Studies: (7)

Geography
World History
Civics
Early American History
American History
Early World History
Senior Problems

Foreign Language: (5)

French I
French II
Spanish I
Spanish II
Spanish III

Business Education: (12)

Typing I
Typing II
Stenography I
Stenography II
Office Practice
Bookkeeping I
Bookkeeping II
Translation
Business Training
Business Law[b]
Economics
Consumer Problems[b]

Driver Education: (1)

Driver Training

Music Education: (8)

Beginning Band
Advanced Band
Orchestra
Chorus
Ensemble
Senior Choir
Theory-Harmony
General Music

Art Education: (2)

Art I
Advanced Art

Home Economics: (6)

9th Homemaking
Clothing
Meal Planning
Meal Planning (Advanced)
Home Management[b]
Home Decoration[b]

TABLE 81 (Contd.)

Industrial Arts: (9)

Wood Shop I
Wood Shop II
Wood Shop III
Metal Shop I
Metal Shop II
Metal Shop III
Mechanical Drawing I
Mechanical Drawing II
Mechanical Drawing III

Physical Education: (3)

9th Physical Education
10 Physical Education
12 Physical Education

TOTAL OFFERINGS: 74

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[a] As derived from a printed "Schedule of classes."

[b] One semester subject offerings.

REQUIREMENTS FOR GRADUATION:

In the city high schools and in School B a student must have earned a minimum of sixteen units of credit, and have met the requirements in physical education and music in order to graduate. (A "unit" is equivalent to a full year's work in a subject in which the class meets for at least one period daily.) The completion of two majors and two minors or three majors in the course of study pursued by a student is also a requirement for graduation. (A "major" consists of at least three units of the same or related subjects. A "minor" consists of two units in the same or in related subjects.)

Of the sixteen required units four must be in English, one must be in mathematics, one must be in science, three must be in social studies, and two units must be earned in health and physical education.

Courses of study offered by the city schools in the district in which School B operates are: (1) College Preparatory, (2) Business Education, (3) Industrial Arts, Fine Arts, and Household Arts, and (4) General.

Mathematics V, which is an advanced course in mathematics). There is no formalized plan for cooperative instructional activities by teachers (e.g., team teaching), but in the areas of English and guidance activities there is a cooperative approach to the consideration of potential student vocational selections. School B does not utilize educational television, does not have programmed instructional materials, and does not at this time utilize any of the national curricular materials. School B does share in the presentation (with an adjacent school) of an evening adult educational program in which adults and early school-leavers are offered an opportunity to develop practical skills such as typing, arts and crafts, commercial skills, and to engage in cultural types of activities. In this evening program, which is operated by the larger city school system, a corps of youth volunteers from School B provide volunteer help in the conduct of the program. There is, in addition to the local evening program and the day-school vocational offerings, a central city vocational school for select youngsters who meet requirements for entrance and who wish to take a training program in technical, vocational, or occupational areas.

School B has several instructional policies which should be mentioned. First, in the area of English, students are required to submit at least one written composition per week. All students are required to take at least one study hall during the school day. And finally, except in cases of special need or exceptional ability, students are generally expected to take four units of studies plus one class in health or physical education. In special cases, students may take an extra unit of credit, but such practice is generally discouraged.

In separate interviews the administrative, guidance, and teaching personnel were asked to identify areas of strength and weakness in the local school program. All concurred in identifying as outstanding areas of pupil interest such in-school and after-school pupil activities as the sports programs, the music programs, and the student-government activities. The principal of School B also cited as strong points in the program the art program, the business education program, and the social problems courses such as the required senior problems course. The director of guidance generally identified the same programs and areas as strong points. In addition, he commented that any activities with which the pupils can identify and develop loyalties seemed to be strong aspects of the program. The teachers who were interviewed seemed to concur with the perceptions of the administration and guidance persons questioned, and could add no extra insights.

With respect to limits on the effectiveness of the program and to perceived needs, the principal of the school gave the following specifics. First, the small number of students enrolled who could profit by special enrichment programs and subject offerings has limited the development of the program in number and quality of subjects. The principal cited, as did the guidance director and teachers interviewed, the real need for a remedial program, especially in area of reading. Also, the principal stressed the need for a program of instruction in the areas of English, mathematics, and science which would be more relevant and understandable to the less academically oriented youngsters attending the school. He observed that a school such as School B should offer in place of strong academics the more practical "life science" experiences for youngsters who will terminate their education at any time. The director of guidance concurred in this observation, suggesting that the school needed to develop more facilities and programs in such areas as industrial arts and homemaking. Also, the guidance director cited the need for better provisions of remedial and special help for exceptional pupils. The teachers, in addition to concurring with the expressed need for remedial help for many youngsters, felt that most texts and materials utilized in the academic areas were far above the ability or interest level of most youngsters attending the school. In the comments of the teachers it became apparent that they saw the need for an improvement in content and materials of the academics, a need for a remedial and reading improvement program, and the need to develop a more life-oriented training program for the many terminal students.

Finally, in Table 82 there is a listing of the extra-curricular activities available to the students at School B. It is interesting to note the number of athletics or athletic-related activities that make-up the total program, as well as the large number of pupil participants. These figures, as well as the figures for music and student government activities, would seem to bear out the faculty's observations about the prominence of sports, music, and student projects in the total school program.

High School C was once a strictly technical and vocational high school. Today, however, the school is operated as a comprehensive high

TABLE 82

HIGH SCHOOL B

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Majorettes	All girls (tryouts)	8
Band & Orchestra	All pupils	50
Booster Club	All students	150
Cheerleaders	All pupils (tryouts)	16
Dramatics Club	All pupils	80
Future Nurses	All pupils	90
Future Teachers	All pupils	40
Girls' Athletic Association	All girls	120
Journalism - Yearbook	Pupils select. by adviser	22
School Newspaper	Pupils select. by adviser	20
Junior Red Cross	All pupils	70
Key Club	All boys	22
Mathematics Club	All interested	30
National Honor Society	Seniors who qualify	28
Radio Workshop	Pupils select. by ability	28
Senior Choir	All pupils	90
Harmonettes (glee)	Pupils select. by sponsor	18
Spanish Club	All pupils of Spanish	70
Student Council	All (elected by pupils)	28
'S' Club (Lettermen)	All letter winners	70
Office Helpers	Pupils selected by staff	46
Library Assistants	Pupils selected by staff	24
Football	All boys	80
Basketball	All boys	56
Track	All boys	110
Baseball	All boys	32
Swimming	All boys	22
Cross-Country	All boys	30
Freshman Track	9th grade boys	40
Freshman Basketball	9th grade boys	20
Freshman Football	9th grade boys	30

NUMBER OF ACTIVITIES: 31

SCHOOL ENROLLMENT: 1087

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[a] Taken from list submitted by school principal.

school and offers four courses of study to its pupils--an academic, a general vocational, a commercial, and a technical course of study. The program, which serves over 2300 pupils in grades ten through twelve, has some 85 different subject offerings available to the students. The 1964-1965 annual NCA report of School C indicates that the school offers 89 units of credit within the larger program. Although the school has had a long tradition of technical-vocational program offerings, the actual course offerings in these and the commercial courses of study represent but a third of the total subject offerings (Table 83). However, of the subjects added to the program in the past several years, all are of a technical or vocational nature--bio-chemistry, body and fender work, advanced welding, basic electricity, vocational foods, and vocational clothing. School C has dropped but one course in the past several years (photography), and this was dropped only because of the lack of a qualified teacher.

Several provisions are made within the program of School C for students needing remedial instruction. Because of limited facilities and instructional personnel, only the 60 lowest pupils (in reading level) of the entering tenth grade are given formal remedial classroom instruction. A program of "skills English" is also provided for the students who have identifiable problems in the areas of reading and general communication. Finally, there has been a curricular adjustment in the biology program for students who are underachievers, and simpler materials and a more readable textbook are used in the special biology sections. The only formal provision of enrichment activities for students in School C is made through a system in

TABLE 83

HIGH SCHOOL C

Program of Studies[a]
(Grades 10-12)

Language Arts: (6)

English 10 A & B
English 11 A & B
English 12 A & B
Remedial Reading
Journalism I & II
Speech I & II

Mathematics: (9)

General Math I & II
Algebra II[b]
Algebra III & IV
Plane Geometry I & II
Solid Geometry[b]
Trigonometry[b]
Electrical Math 11B[b]
Business Arithmetic I & II
Shop Math I & II

Science: (6)

Biology I & II
Chemistry I[b]
Bio-Chemistry I[b]
Physics I & II
Physical Science I & II
Health[b]

Social Studies: (3)

Amer. History & Govt. I & II
World History I & II
Problems Soc. & Econ. I & II

Foreign Language: (4)

French I & II
French III & IV
French V & VI
French VII & VIII

Business Education: (11)

Typing I & II
Typing III & IV
Bookkeeping I & II
Bookkeeping III[b]
Record Keeping[b]
Stenography I & II
Stenography III[b]
Transcription I[b]
Commercial Law
Salesmanship
Office Practice I & II

Driver Education: (1)

Driving 12 A & B

Music Education: (9)

Band I
Band II
Band III
Orchestra
Boys' Choir
Girls' Choir
Mixed Chorus
A Capella Choir
Music History & Apprec.

Art Education: (3)

Art 10 A & B
Art 11 A & B
Art 12 A & B

Home Economics: (8)

Foods I & II
Foods III[b]
Homemaking[b]
Clothing I & II

TABLE 83 (Contd.)

Home Economics: (contd.)

Clothing III
Vocational Clothing 12 A & B
Vocational Foods 12 A & B
Personal Regimen[b]

Industrial Arts: (22)

Mechanical Drawing I & II
Machine Drawing 11 A & B
Machine Drawing 12 A & B
Machine Shop 11 A & B
Machine Shop 12 A & B
Body & Fender 11B[b]
Body & Fender 11A & 12B
Basic Engines 11B[b]
Chassis 11A[b]
Garage 12 A & B
Basic Electricity 10B[b]
Power Machines[b]
Welding 10B[b]

Industrial Arts: (contd.)

Metal 10B[b]
Electricity 11 A & B
Electricity 12 A & B
Printing I & II
Printing 11 A & B
Printing 12 A & B
Foundry I & II
Foundry 11 A & B
Foundry 12 A & B

Physical Education: (3)

Physical Education 10 A & B
Physical Education 11 A & B
Physical Education 12 A & B

TOTAL OFFERINGS: 85

[a] From a list submitted by the school principal.

[b] One-semester offerings only; all others are full-year courses.

REQUIREMENTS FOR GRADUATION:

According to the State Report of School C (and its NCA Report) sixteen (16) units of credit are required for graduation, consisting of four years or units of English, two years of mathematics, two years of science, three units of social studies (1 unit of American History and Government), and five units of electives. Four years of physical education and health are also required of students but units in these areas are not counted toward graduation prerequisites.

School C, which was first founded as a technical school, is now considered to be a comprehensive high school. Courses of study offered by the school include: (1) Academic or college preparatory, (2) general vocational or terminal program, (3) commercial or business training, and (4) technical or industrial training course. Suggested electives vary for students in the several courses of study. However, the minimum requirements are very similar.

which students have been identified and grouped as "academically talented" pupils, and are provided extra experiences such as field trips, outside studies, and advanced courses such as college algebra or P.S.S.C. physics. School C does provide an evening program of activities for adults and early school leavers, sponsored by the city board of education, with some instruction in the basic skills areas but with an emphasis in vocational training programs.

According to the principal of School C, the school does not at this time have any experimental programs. There are no formal cooperative instructional activities by teachers, although some teachers share ideas and materials. The school has two portable television sets for instructional use. However, only one class makes regular use of televised classroom instruction. The only national curricular materials being utilized by School C at this time are those of the P.S.S.C. physics program.

One provision which is made within the program of School C should be mentioned here. Students who wish to specialize in a program of vocational or technical preparation are allowed at the beginning of the eleventh grade to begin an intensive concentration in those areas, and are given a minimum number of curricular requirements in academic areas.

Strengths of the program offered by School C, as identified by the school personnel interviewed, generally center around the non-academic offerings. The school principal felt that the vocational program provided for the non-college-bound youngsters was an asset to the school and the community. In addition to the vocational offerings, the principal cited as strengths of the school the core of good teachers and good pupils, plus the cooperative involvement of several local institutions in work-study programs. The director of guidance indicated that the real strength of the local program lay in its "practical" courses, the experiences from which students can immediately see benefits. Finally, the teachers questioned felt that the broad program of studies, adjustable to the needs of most youngsters, was the outstanding aspect of School C.

The limits and the weaknesses in program, as perceived by the instructional personnel, were several. The principal of the school cited the lack of finances and space as the real limitations on his program. In the thinking of the principal, the school's outstanding need was for facilities, equipment, instructional personnel, and the proper curriculum to prepare youngsters for the world of work. The director of guidance summed up his perceptions of weaknesses in the program by citing the need for a remedial reading program, as well as a broader program in technical and commercial training. Finally, the teachers suggested that the program seemed to be fairly adequate as it now exists. The real problem, noted the persons interviewed, was in properly directing the pupils into programs of study consistent with their interests and abilities.

Contained in Table 84 is a list of extra-curricular activities available to the pupils enrolled in School C. In light of the large enrollment in School C, it would seem that the number and kinds of extra-class activities are limited. Also, the number of participants seems small in view of the large school enrollment.

TABLE 84

HIGH SCHOOL C

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Math Club	Pupils who passed Algebra III	40
Booster Club	All students	150
Cheerleaders	All with skill and good grades (elected)	14
Chess Club	All pupils	10
Foreman's Club	All Ind. Arts pupils	55
Future Teachers of America	All pupils	15
Girls' Gym Leaders	Girls 10A, 11B, 11A	28
Home Economics Club	All girls	30
Youth Council	All students	45
Junior Red Cross	All students	5
French Club	All students of French	20
National Honor Society	11A and 12 scholars	12
Physics Club	All physics students past and present	12
Y-Teens	All girls	24
Student Council	Homeroom Reps. (elected)	84
A Capella Choir	All voice students	71
Career Club	All students	20
Intramural and Interscholastic Athletics	All boys	n.a.[b]
Basketball	All boys	n.a.
Football	All boys	n.a.
Track	All boys	n.a.
Cross-Country	All boys	n.a.
Senior Class Play	All seniors	n.a.

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
22	2307

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[a] Taken from list submitted by school principal.

[b] n.a. = not available

High School D is a three-year senior high school serving grades ten through twelve. The program encompasses three major courses of study or "tracks," academic, general, and basic tracks, which seem to derive from the grouping of pupils in the academic areas of English, science, mathematics, and social studies. Within the larger program of instruction are 81 subject offerings available to the 1310 students attending the school. Included in this number are some ten separate subject offerings for students in the special education program for mentally retarded youngsters (Table 85). School D notes in its 1964-65 NCA annual report that 88 units of credit are provided for its pupils.

According to the principal of School D, recent additions to the program include four classes of remedial reading, several shop classes, added offerings in homemaking, and a third year offering in the area of clerical services. In addition to the subject offerings for mentally retarded youngsters previously mentioned, School D has developed a cooperative work-study program with local businesses which allows youngsters in the retarded sections to get on-the-job training in relatively simple job areas. These pupils work for one-half day in local businesses, performing elementary tasks. Prior to going on the job, the students report to the school for a check on grooming and fitness, and for instruction in proper conduct and procedures.

With respect to enrichment activities in the larger program of School D, a program in reading is provided for slow readers and for the improvement of reading skills of college-bound students. The principal of School D indicated that a built-in activity period for all student activities was intended as enrichment to curricular offerings, since

TABLE 85

HIGH SCHOOL D

Program of Studies[a]
(Grades 10-12)

Language Arts: (5)

English II[b]
English III
English IV
Reading Improvement
Public Speaking

Mathematics: (6)

Mathematics I
Mathematics II
Mathematics III
Mathematics IV
Business Arithmetic
Consumer Mathematics

Science: (7)

Biological Science
Botany
Zoology
Chemistry
Physiology
Physics
Health II

Social Studies: (5)

Regional Geography
World History
Modern History
American Hist. & Govt.
Socio-Economic Problems

Foreign Language: (5)

French I
French II
French III-IV
Spanish I
Spanish II

Business Education: (9)

Clerical Services I
Clerical Services II
Clerical Services III
Office Practice
Secretarial Practice I
Secretarial Practice II
Typing I
Bookkeeping I
Accounting Principles

Driver Education: (0)

Music Education: (7)

Junior Band
Senior Band
Senior Orchestra
Mixed Chorus
Senior Choir
Boys' Glee Club
Girls' Glee Club

Art Education: (4)

Art I
Art II
Art III-IV
Art, Special Education

Home Economics: (5)

Home Economics I
Home Economics II
Home Economics III
Homemaking I-II
Home Ec., Special Educ.

Technical-Industrial: (2)

Cosmetology I
Cosmetology II

TABLE 85 (Contd.)

Industrial Arts: (12)

Wood Shop I
Wood Shop II
Wood Shop III
Wood Shop IV
Metal Shop I-II
Metal Shop III-IV
Mechanical Drawing I
Mechanical Drawing II
Mechanical Drawing III
Graphic Arts I-II
Graphic Arts III-IV
Metals, Special Education

Physical Education: (4)

Physical Education II
Physical Education III
Physical Education IV
Health I

Special Education: (10)

Occupational Education I
Occupational Education II
English I
English II
English III
Social Studies
Mathematics I
Mathematics II
Health - Science
Gymnasium

TOTAL OFFERINGS: 81

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[a] As derived from a mimeographed schedule of classes.

[b] Within each subject offering are sections or groupings: basic, general, and academic (or accelerated).

REQUIREMENTS FOR GRADUATION:

School D adheres to the minimum requirements set by the city school system which are set forth in a printed Program of Studies for Secondary Schools. In this publication are listed the following suggestions: A minimum of $18\frac{1}{4}$ units in grades 9-12 is required for graduation. The following specifics must be achieved: English--3 units (but 4 recommended); health--1 unit; mathematics--1 unit; physical education--3/4 unit; science--1 unit; social studies--2 units, one of which must be American History and Government; one additional unit in either mathematics or science; and two subject areas of concentration (3 units) in addition to English are required of all pupils.

Pupils specifically preparing for college should earn the following minimum units: English--4 units; foreign language--2 units; health--1 unit; mathematics--2 units; physical education--3/4 unit; science--2 units (including physics and chemistry); social studies--2 units, one of which must be American History and Government; and four additional units of credit from among English, foreign language, mathematics, science, social studies, plus one additional elective unit for a total of 18-3/4 units.

It is the policy of the city system in which School D operates to group pupils in the areas of English, mathematics, science, and social studies. The groupings, which are recorded on the permanent record card of each pupil include: Basic Level, with subjects of less than average difficulty; General Level, with subjects of average difficulty; and Academic Level, with subjects of above average difficulty. Although no courses of study or tracks are specifically mentioned, it would seem that there are two: College preparatory and General studies.

many youngsters who must work after school would not otherwise be able to share in such extra-class experiences. The city school system sponsors an evening program of studies within the local school for all adults and early school leavers who wish to participate.

At this time School D has no experimental activities going on within the program of instruction. There are no formal cooperative instructional activities being conducted by the teaching personnel, except in instances where teachers share resources, ideas, and outside speakers. School D has several classroom television sets which are used to some extent by two biology and driver education classes to participate in the lecture-phase of instruction which is offered by the city school system. Since fixed facilities were not provided in the plant, there is available to the foreign language classes a portable language laboratory.

In response to the question about strengths in the local program of studies, the principal of School D suggested that the school-sponsored early morning intramural program (7:30 to 8:30 a.m.) seemed to provide a much-needed form of activity for youngsters who must work in after-school positions. The principal also identified as a strong point in the larger program a core of dedicated teachers, sensitive to the interests and needs of inner-city youngsters. In keeping with the defined area of strength cited by the principal, the guidance personnel felt that the present strong point of the larger program was the faculty concern for the needs of the students. The teachers who were questioned about strengths of program concurred with the guidance personnel and the school principal, and added that the practice by many local teachers of building curricular experiences from pupil abilities and needs rather than from adopted curricular materials was an outstanding feature of the program.

With respect to limitations on the type of program offered by the local school, the principal of School D cited the lack of funds and facilities. However, the principal felt that the key limitation on program lay in the lack of know-how that the profession has in trying to work with culturally disadvantaged youngsters, as well as a dearth of creativity in the instructional process. The principal seemed to think that the program of the school was generally adequate. What is needed, he suggests, is more interest and involvement by members of the instructional staff in the life concerns of inner-city pupils. The guidance personnel indicated that the program was generally adequate and that the real need in program improvement lay in recruiting and utilizing teacher personnel who are concerned with the problems of inner-city youth. Finally, the teachers who were asked to identify weaknesses or needs in local program cited the need for more reading improvement activities. In addition, the teachers indicated that they were limited in funds, facilities, and materials available to them for working with inner-city youth.

Listed in Table 86 are the extra-curricular activities available to the students attending School D. The list, which was submitted by the principal of the school, does not include inter-school athletics. It would seem that the program is somewhat limited in number and kinds of activities, in light of the large school enrollment.

TABLE 86

HIGH SCHOOL D

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Library Club	All students	42
Honor Club	Pupils with B-A average	30
Student Council	Homeroom repr. (elected)	80
Pi Tau Delta	12 highest scholars	12
Spanish Club	Students of Spanish	25
Sophomore Y-Teens	All sophomore girls	32
Junior Y-Teens	All junior girls	30
Senior Y-Teens	All senior girls	42
Girls' Athletic Association	All girls	150
Modern Dancing	All girls	50
Choral Ensemble	Boys and girls in Choir	50
Muscle Club	All boys	48
World Affairs Club	All students	35
Boys' Intramurals	All boys	378
Girls' Intramurals	All girls	200
Coeduc. Roller Skating	All students	50
Athletic Boosters Club	All students	316
Dramatics Club	All students	35
Science Club	C-above aver. in science subjects	25
Future Teachers of America	All with aver. academic standing	40
Yearbook	All students	30
Tattler (Monthly Publication)	All students	34
Home Economics Club	All students	26
Red Cross Home Room Repr.	Elected Homeroom Repr.	40

NUMBER OF ACTIVITIES: 24

SCHOOL ENROLLMENT: 1310

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[a] From a list submitted by school principal.

High School E, which serves pupils in grades nine through twelve, provides a multi-faceted program with courses of study in the academic, the general, the vocational, and the terminal areas. Although the program includes 96 separate subject offerings, some 22 of the offerings fall within the terminal and vocational programs, which are considered to be autonomous programs (Table 87). This separateness of unit offerings is reflected in the 1964-65 NCA annual report of School E which lists the school as offering but 75 units of credit to the 2350 youngsters attending the school. Of the total enrollment, some 500 youngsters are in the vocational program and another 170 are in the two-year terminal program.

School E is the center for adults and early school dropouts who are gaining retraining under the Manpower Development Training Act. In addition, the school provides--under the auspices and support of the state--a terminal education program for youngsters who will not be able to successfully complete a regular high school program of studies. This program represents a two-year plan of instruction beyond the eighth grade which emphasizes development of the basic academic and extra-academic skills needed by youth entering the world of work or family life. As a part of the larger vocational program in School E, the school has facilities and activities offering many practical experiences. For example, the school has a "tea room" in which students have the opportunity to develop skills in cooking and catering. In the shops, students build furniture which is purchased by the school district. In other areas, such as the auto shops, the

TABLE 87

HIGH SCHOOL E

Program of Studies[a]
(Grades 9-12)

Language Arts: (7)

English 9, 1 & 2
English 10, 1 & 2
English 11, 1 & 2
English 12, 1 & 2
Journalism 1 & 2
Adv. Composition 1 & 2
Public Speaking 1 & 2

Mathematics: (7)

General Math 1 & 2
General Math 3 & 4
Algebra 1 & 2
Plane & Solid Geom. 1 & 2
Intermediate Algebra[b]
Trigonometry[b]
College Algebra[b]

Science: (6)

General Science 1 & 2
Adv. Gen. Science 3 & 4
Biology 1 & 2
Physics 1 & 2
Chemistry 1 & 2
Advanced Biology[b]

Social Studies: (10)

Geography 1 & 2
World History 1 & 2
U. S. History 1 & 2
Citiz. & Appl. Economics 1 & 2
Contemporary History
Economics
Advanced Geography
Government
Sociology
Psychology

Foreign Language: (4)

Spanish 1 & 2
Spanish 3 & 4
French 1 & 2
French 3 & 4

Business Education: (10)

Basic Business 1 & 2
Typing 1 & 2
Typing 3 & 4
Stenography 1 & 2
Bookkeeping 1 & 2
Bookkeeping 3 & 4
Business Machines 1 & 2
Secretarial Practice 1 & 2
Office Practice 1 & 2
Business Law 1 & 2

Driver Education: (0)

Music Education: (8)

Beginning Band
Junior Band
Senior Band
String Ensemble
Mixed Chorus
Girls' Glee Club
Boys' Glee Club
Concert Choir

Art Education: (4)

Art 1 & 2
Art 3 & 4
Art 5 & 6
Art 7 & 8

TABLE 87 (Contd.)

Home Economics: (6)

Basic Home Economics 1 & 2
Interm. Foods & Nutrition[b]
Interm. Clothing & Textiles[b]
Adv. Foods & Nutrition[b]
Adv. Clothing & Textiles[b]
Home Living 1 & 2

Industrial Arts: (7)

Basic Industrial Arts 1 & 2
Metalwork 1 & 2
Woodworking 1 & 2
Woodworking 3 & 4
Machine Shop 1 & 2
Machine Shop 3 & 4
Machine-Mech. Drawing 1 & 2

Physical Education: (5)

Gym 9
Gym 10
Swimming[b]
Gym 11
Gym 12

TOTAL OFFERINGS: 96[e]

Vocational Education: (8)[c]

Auto Mechanics
Cosmetology
Architectural Drafting
Woodworking
Fashion Tailoring
Dry Cleaning
Commercial Cooking
Shoe Repair

Terminal Education: (14)[d]

Arithmetic 1 & 2
Arithmetic 3 & 4
Social Studies 1 & 2
Social Studies 3 & 4
Language Arts 1 & 2
Language Arts 3 & 4
Science 1 & 2
Science 3 & 4
Gym 1 & 2
Gym 3 & 4
Industrial Arts 1 & 2
Industrial Arts 3 & 4
Home Economics 1 & 2
Home Economics 3 & 4

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[a] Obtained from mimeographed "Teachers' Schedule of Classes."

[b] One-semester offerings only; all others are full-year courses.

[c] School E serves as a branch of a city vocational high school.

[d] A state-supported 2-year terminal program for 8th grade promotions who cannot or will not complete four years of high school work.

[e] Includes Vocational and Terminal education offerings.

REQUIREMENTS FOR GRADUATION:

The general requirements for graduation from School E, as given in a mimeographed "Program Planning Guide," include: 4 years of English; 3 years of social studies, including 1 year of World History and 1 year of United States History; 1 year of mathematics; 1 year of science; 1 year of fine arts or practical arts (not required if taken in 7th and 8th grades); and 4 years of physical education.

The city system in which School E operates conducts a 3-track form of grouping and course of study. Track I is for major learning pupils; Track II is for average achievers; and Track III is for low-achieving pupils. Track I pupils are expected to earn at least two more credits (four more recommended in School E) than pupils in Tracks II, III.

shoe repair centers, and the dry cleaning plants, students and faculty patronize and support the products and services of student trainees.

With regard to the matter of recent program additions, the principal of School E indicated that no curricular offerings had been added to the program in the past several years. However, the school had made revisions in the content and the instructional materials in the areas of English and social studies. The school dropped (as did all schools in the city system) academic year offerings in driver training. The course is offered during the summer for students who desire to gain training in driving skills. The school does not provide formalized remedial instruction, and the only enrichment activities consist of a summer activities program which was started during the past summer by counselors who had the financial support of teachers and community members, and who provided their time in taking students to cultural points of interest. During the current school year School E is keeping its library open for an extended period of time after school. Four teachers, one each in the areas of English, mathematics, science, and social studies, are paid to provide remedial and tutorial help to students who need such help, and to direct the research efforts of students interested in improving their academic competence. An experimental activity currently being conducted within the school is a micro "school-within-a-school" project, in which a group of 78 youngsters from deprived backgrounds have been identified as potentially able achievers. These pupils are the focus of concerted instructional and cultural experiences, and will be observed throughout their school careers to ascertain the effect of extra attention on school success or failure. A new experience has just been started in which an administrator, a counselor, and a welfare worker will serve as a "combat team" working with parents in the homes to stimulate school attendance by potential truants and school dropouts.

Students are grouped for instruction within the academic program of School E, with groupings based largely on reading and arithmetic scores. Three general groups are utilized, the academically able students, the general vocational students, and the basic skills pupils. School E has no formal provision or scheduling for cooperative instructional efforts such as team teaching. However, teachers in the areas of English, science, and social studies are cooperating in written assignments so that the loads of students will not become excessive. In addition, the teachers feel that there is more carry-over or integration of subject matter in these efforts. Two classrooms in School E are equipped to receive televised instruction. However, at this time there are no classes making regular use of televised programs. School E did incorporate the modern mathematics materials in its curriculum last year, but the content and the materials were discontinued this year. Finally, there is available to the teachers of foreign languages in School E a language laboratory with modern facilities.

Identified as strong points in the program of instruction in School E were such aspects as a broad intramural program, a strong program in music and sports activities. The principal of the school felt that the outstanding feature of the larger program was the concerted effort by the teachers to gear instruction to pupil abilities. Also, the principal indicated that there has been strong support to the after-school open-library plan. The guidance director felt that a strength in the school program was the increased provision of guidance services. The teachers who were questioned in a group interview situation identified three strong aspects of the local program--the broad opportunities in the technical and vocational programs, the music and athletic activities, and the strong core of teachers interested in the inner-city child.

Limits on the program offered by School E were identified by the principal as those of finance, of low-motivation and low-achievement levels by the pupils, and as the lack of research knowledge about means of working with culturally deprived youth. Cited as weaknesses in the local program of instruction by the school principal were the high teacher-pupil ratio in class assignments, the lack of understanding and interest by many teachers when dealing with disadvantaged youth, and the consequent resignation, loss of interest, and poor performance of many pupils. Finally, the principal felt that the school had a very real need for a curriculum and curricular materials aimed at preparing the non-college-bound youth for adult life. The director of guidance cited as the outstanding weaknesses in program the large teacher-pupil ratio, the crowded instructional facilities, and the lack of programs for the development of oral, verbal, and reading skills in depressed area youth. The teachers who were asked to identify needs or weaknesses pointed to the local need of supplementary textbooks and materials for youngsters who are achieving below the level of other youngsters in the city's schools. The same teachers felt that the school should provide more vocational and technical curricular offerings for the non-college-bound student. Finally, the teachers cited a need for more counselors, for more physical facilities, and for more teachers.

Listed in Table 88 are the extra-curricular activities available to students at School E. Although there seems to be good student participation in many of the activities, the athletic and the athletic-affiliated experiences show predominant popularity with the student enrollment.

High School F is essentially a senior high school serving pupils in grades ten through twelve. However, since the school shares a site, some facilities, and some teachers for the instruction of ninth graders, offerings for ninth grade pupils are included in the present discussion. Also, ninth grade pupils are included in the high school enrollment. Therefore, School F provides some 81 separate subject offerings for 1235 pupils in grades nine through twelve (Table 89). The 1964-65 annual NCA report of School F indicates that 62 units of credit are available to the students during grades ten through twelve.

Added to the program of studies during the past several years have been such subjects as B.S.C.S. biology, P.S.S.C. physics, French, power mechanics, and special education for mentally retarded students. According to the principal of the school, no specific subjects have been dropped from the program. Rather, if there is no interest in a subject during a school year, the subject is "temporarily discontinued." The only remedial activities within the instructional program are those

TABLE 88

HIGH SCHOOL E

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Architectural Drafting Club	All pupils (Terms 4-8)	33
Audio Visual Club	All pupils	20
Bal Afromantique	All students	50
Boosters Club	All students	100
Cheerleaders	All students	25
Drill Team	All girls (terms 4-5)	28
Esperanto	All pupils	25
Future Business Leaders	Bus. & shop students	30
Future Medics	All students	31
Future Teachers of America	All students	12
Human Relations Group	All pupils (terms 3-8)	49
Intramural Program		
Basketball	All pupils	30
Girls' Swim	All girls	10
Boys' Swim	All boys	36
Girls' Track	All girls	15
Girls' Athletic Association	All girls	100
Junior Red Cross	All students	27
Lettermen's Club	All boys with Var. letters	50
Library Guild	Students selected by Adviser	25
Math Club	Alg.-Geom.-Trig. students	18
National Honor Society	Terms 6-8 selected	6
Service Club	All students (terms 3-8)	150
Spanish Club	All students	25
Student Council	Students elected from Adv.grp.	140
Thespian Society	All students	150
Academy of Science	All; prefer Chem.-Phys.pupils	9
Yearbook Boosters	All students	23
Y.M.C.A. (Hi-Y, Tri Hi-Y)	All students	73
Varsity Sports		
Baseball Team, A-B	All boys	45
Basketball, A-B	All boys	35
Football, A-B	All boys	80
Track Team, A-B	All boys	70
Wrestling, A-B	All boys	80

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
33	2349

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[a] As reported by principal of school.

TABLE 89

HIGH SCHOOL F

Program of Studies[a]
(Grades 9-12)

Language Arts: (9)

- English I
- English II
- English III
- English IV
- Journalism
- Speech I
- Speech II
- Contemporary Literature
- English Literature

Mathematics: (6)

- General Mathematics
- Algebra I
- Algebra II
- Senior Review Math
- Trig. & Analy. Geometry
- Geometry

Science: (6)

- Physical Science I
- Physical Science II
- Biology
- Physics
- General Science I
- Chemistry

Social Studies: (5)

- Geography
- World History
- American History
- Current History
- Probs. of Democracy

Foreign Language: (7)

- French I
- Latin I
- Latin II
- Latin III

Foreign Language: (Contd.)

- Spanish I
- Spanish II
- Spanish III

Business Education: (13)

- General Business
- Business English
- Business Arithmetic
- Shorthand I
- Shorthand II
- Typing I
- Typing II
- Typing III
- Bookkeeping I
- Bookkeeping II
- Sales
- Consumer Econ. & Law
- Office Prac. & Bus. Machines

Driver Education: (1)

- Driver Training

Music Education: (9)

- Senior Band
- Orchestra
- Dance Band
- Boys' Glee Club
- Girls' Glee Club
- Senior Prep Choir
- Senior Choir
- Ensemble
- Music Theory

Art Education: (3)

- Art 9
- Art 10
- Advanced Art

TABLE 89 (Contd.)

Home Economics: (4)

Home Economics 10
Home Economics 11
Home Economics 12
Home Management

Industrial Arts: (12)

Industrial Arts 9
Shop Mathematics
Beg. Wood Shop 10
Beg. Metal Shop 10
Beg. Drafting 10
Advanced Woods 11
Advanced Woods 12
Advanced Metal 11
Advanced Metal 12
Advanced Drafting 11
Advanced Drafting 12
Power Mechanics 10

Physical Education: (5)

Physical Education 9
Physical Education 10
Physical Education 11
Physical Education 12
Health

Special Education: (1)

Spec. Educ. (self-contained)

TOTAL OFFERINGS: 81[b]

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[a] From list submitted by school principal.

[b] Includes special education.

[c] 1964-1965 *Annual Report* to the North Central Association of Colleges and Secondary Schools.

[d] From a pamphlet published by the school system in which School F operates.

REQUIREMENTS FOR GRADUATION:

The requirements for graduation from School F are listed in the 1964-1965 NCA Report as: 4 units (years) of English; 2 units of science; 1 unit of mathematics; 3 units of social studies; 1 unit of health and physical education; and 6 units of electives, for a total of 17 units of credit.[c]

In School F, as in all high schools in the local city system, pupils are grouped for instruction in the general categories: *accelerated* or able-learner classes; *regular* or normal achievers; and *modified* or less than normal ability groups. In addition, there is provision made for the slow-learning youngsters in *special* classes.[d]

which derive from grouping practices ("modified groups" have been created for those students identified as slow-learners), or the remedial activities available to students placed in the special education group for mentally retarded youngsters. Enrichment activities within the larger program, like the remedial efforts, derive chiefly from grouping practices. In addition to the grouping of academically able students in "able students" groups, the school provides honors classes for the college-bound youth in the areas of English and mathematics, plus special offerings in science such as the P.S.S.C. physics and the B.S.C.S. biology. With the exception of the recent addition of B.S.C.S. biology to the curriculum (an addition which was city-wide), School F has no formalized experimental activities in the instructional program. At this time there are no formally planned cooperative instructional activities by teachers (e.g., team teaching). In the interest of utilizing outside materials for the improvement of instruction, the teachers in nine classes (in three subject areas--physics, general science, world history) participate in televised instructional programs. One teacher, in the area of English, is making use of programmed materials as an adjunct to her teaching techniques.

Identified as strengths in the instructional program by the principal of School F were the grouping practices of the school, the industrial arts program, the college-preparatory activities within the curriculum, and the foreign language program. The director of guidance services cited as outstanding aspects of the program the instructional efforts of teachers in the areas of science, foreign language, and athletics. The teachers cited but one aspect of the program which they considered outstanding, and this was the college preparatory phase as seen in academic offerings.

The principal of School F cited as limitations on the program inadequate facilities and the limitations of instructional staff. Weaknesses in the program, as identified by the principal, fell into the category of activities made less effective by poor facilities and/or by poor instruction. The director of guidance felt that the greatest lack in the program of instruction occurred in the special education and the modified education programs. According to the guidance director, both of these areas, as now structured, seem to be lacking in content and relevance. Finally, the teachers suggested that the school needed to reduce class size, and to provide for better grouping of youngsters if it wanted to improve the larger instructional program.

Table 90 lists the extra-curricular offerings of School F. As may be seen in the table, the predominant involvement of pupils is in athletic activities or in activities centered around athletics.

High School G offers a program of studies for pupils in grades nine through twelve with some 95 separate subject offerings available to the 2850 students (Table 91). According to the 1964-65 annual NCA report of School G, the program represents a total of 70¼ units of credit. The school, which once was primarily a college-preparatory institution, now provides three courses of study--college preparatory, business education, and general studies. However, as was indicated by the principal, the school is still largely academic-oriented. Evidence of the academic emphasis of the school may be seen in the

TABLE 90

HIGH SCHOOL F

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Art Club	All students	20
Camera Club	All students	10
Cheerleaders (reserve)	Sophomore girls	6
Cheerleaders (varsity)	Junior & Senior girls	6
Chess Club	All students	10
Dramatics Club	All students	40
Future Business Leaders	All students	20
Future Teachers of America	All students	20
Girls' Athletic Association	All girls	150
Goya Spanish Club	All pupils of Spanish, (A-B ave. plus 2 sem.)	50
Hi-Y	All boys	40
Spanish Club (L.B.)	All pupils of Spanish	50
Girls' Drill Team	All girls	32
Rocket Society	All boys	10
Projector Club	Outstanding school citizens	100
National Honor Society	A-B ave.; 4 majors	20
Red Cross	All students	50
Safety Club	All students	10
Science Club	All students	20
Student Council	Elected students	44
Y-Teens	All girls	150
Interscholastic Athletics Baseball Basketball Football Track Wrestling Cross-Country	All boys	250

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
28	1235

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[a] List submitted by school principal.

TABLE 91

HIGH SCHOOL G

Program of Studies[a]
(Grades 9-12)

Language Arts: (6)

English 1 & 2
English 3 & 4
English 5 & 6
English 7 & 8
English 3 & 4, exper.
English 7 & 8, exper.

Mathematics: (5)

General Math 1 & 2
Algebra 1 & 2
Algebra 3 & 4
Geometry 1 & 2
Senior Math 1 & 2

Science: (6)

Biology 1 & 2
Gen. Biology 1 & 2
Physics 1 & 2
Chemistry 1 & 2
Physical Science 1 & 2
Physiology[b]

Social Studies: (7)

World History 1 & 2
World Geography 1 & 2
American History 1 & 2
Civics[b]
Sociology[b]
Economics[b]
Negro History[b]

Foreign Language: (16)

French 1 & 2
French 3 & 4
French 5 & 6
French 7 & 8
Latin 1 & 2
Latin 3 & 4
Latin 5 & 6
Latin 7 & 8

Foreign Language: (Contd.)

Russian 1 & 2
Russian 3 & 4
Russian 5 & 6
Russian 7 & 8
Spanish 1 & 2
Spanish 3 & 4
Spanish 5 & 6
Spanish 7 & 8

Business Education: (17)

Business Arithmetic 1 & 2
Notehand[b]
Shorthand 1 & 2
Shorthand 3 & 4
Transcription[b]
Typing 1 & 2
Typing 3 & 4
Typing 5[b]
Office Machines 1 & 2
Clerical Practice 1 & 2
Bookkeeping 1 & 2
Business Law[b]
General Business 1 & 2
Retailing 1 & 2
Secretarial Practice[b]
Cooperative Retailing[b]
Cooperative Office[b]

Driver Education: (0)

Music Education: (7)

Glee Club
Ensemble
Choir
Vocal Music 1 & 2
Orchestra
Band
Instrumental Music

TABLE 91 (Contd.)

Art Education: (8)

Art Exploration 1 & 2
Commercial Art[b]
Drawing & Painting[b]
Handcrafts[b]
Jewelry 1 & 2
Jewelry 3 & 4
Jewelry 5 & 6
Fine Arts Advanced[b]

Home Economics: (9)

Clothing 1 & 2
Clothing 3 & 4
Clothing 5 & 6
Foods 1 & 2
Foods 3 & 4
Family Economics[b]
Family Living[b]
Home Nursing[b]
Child Care[b]

Industrial Arts: (7)

Industrial Mechanics 1 & 2
Industrial Mechanics 3 & 4
Industrial Mechanics 5 & 6
Drafting 1 & 2
Drafting 3 & 4
Drafting 5 & 6
Drafting 7 & 8

Physical Education: (7)

Physical Education 1 & 2
Physical Education 3 & 4
Swimming 1 & 2
Modern Dance 1 & 2
Modern Dance 3[b]
Coeducational Dancing[b]
Health Instruction[b]

TOTAL OFFERINGS: 95

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[a] From list submitted by principal of School G.

[b] One-semester offerings only; all others are two semesters.

REQUIREMENTS FOR GRADUATION:

The Course Guide and the 1964-65 NCA Annual Report of School G show that a minimum of 16 units (credits) is required for graduation from the city high schools. Of the total, 4 units of English, 1 unit of science; 1 unit of mathematics; 3 units of social studies; 1 unit of health and physical education; and 6 elective units are specified. In the area of social studies, the student must take World History, American History, Civics, and Economics.

Courses of study offered in the city schools, according to a publication by the city school system, include: college preparatory, business and commercial, general, and technical and vocational. Grouping, which is a local option, is conducted in School G on a three-level basis: slow learners, general level, and high ability.

original design of the school plant which made provision for only one industrial arts shop. However, a new wing is planned for the building, and this addition will house a new technical-vocational program.

Additions to the larger program of instruction during the past several years include new subject offerings with a focus on African history and on the Negro in American history. The remedial aspects of the program of instruction in School G include a special preparation program for retarded pupils, three classes of remedial reading, a remedial math tutoring program, and remedial English sections. Several activities are offered in an attempt to provide enrichment experiences for students of School G. First, the school is a participant in a national experimental English program which focuses upon reading enrichment for the youngsters from culturally deprived backgrounds. The school provides an after-hours study hall, with available tutorial and enrichment teacher help. Another form of enrichment effort is the provision of a writing-improvement class. Finally, trips to cultural exhibits and activities are sponsored by the school for youngsters who are interested in developing their social and cultural experiences. There is an evening adult education program conducted in the building of School G, but the program is under the auspices of the city board of education. With regard to experimental activities within the local program, two programs have already been described--that is, the after-school study hall and the reading enrichment program which makes use of out-of-school materials (newspapers, magazines, brochures, pamphlets) to develop a student interest in reading. Another project which is still considered experimental is the new subject offering in Negro history, a course locally designed to build an appreciation among students of the Negro's role in national and international history.

School G, like other secondary schools in the city, makes three groupings of pupils for instructional purposes. The groups, called the X, Y, and Z groups, are simply slow learners, average achievers, and high achievers. Within the larger school program there are several types of formalized cooperative instructional efforts by teachers. At this time there is a team teaching approach being used with eight classes of students who are taking English and social studies as an integrated subject. In another instance, teachers in the areas of literature and fine arts have cooperated in the presentation of materials relevant to both subject areas. Some use of televised instruction is to be found in the program at School G. Seven classes in two subject areas (English, social studies) are utilizing the lecture presentations broadcast by the city school system, and one American History class is participating in the televised instruction broadcast by the Midwestern Program of Airborne Televised Instruction (MPATI). Within the area of science instruction, some classes are working with the materials and content of B.S.C.S. biology, and some are working with the Chem Study chemistry materials. Several of the mathematics classes are working with the modern mathematics materials designed by the School Mathematics Study Group (SMSG). Finally, in the area of foreign language instruction, School G has secured and is using the full facilities of a language laboratory.

Strengths of the program at School G, as identified by the school principal, include the active extra-curricular program of the school, especially in the area of music activities. In addition, the principal feels that the school's curricular and extra-curricular efforts to build the self-image of youngsters are especially appropriate. Cited as strong points in the broader school program by the director of guidance were the variety and the number of curricular activities, plus the general faculty devotion to the pupils served. The teachers who were asked to define strong points in the program cited five conditions: the practice of ability-grouping, the cooperation of the administration in meeting instructional and behavioral problems, the freedom to experiment with instructional methods and curriculum content, the easy access to teachers which the pupils have, and the good equipment which teachers have available for use in instructional tasks.

The principal of School G cited as limitations on program the present lack of facilities for vocational education activities, plus the general inadequacy of the larger school plant. Weaknesses in the program, as identified by the principal, include the limited vocational activities, which are the result of non-existent facilities. Another limitation expressed by the principal was that of a young, inexperienced instructional staff. However, it was the hope of the principal that this situation would be alleviated as the staff achieved stability and experience. Identified as weaknesses in the program by the director of guidance were the deficiencies in the vocational area and in the area of special preparation for the college-bound students. Finally, the teachers cited as weaknesses or needs in the program the present lack of shop and laboratory facilities. As a final criticism of the program, the teachers expressed a general concern that much of the curriculum seems to be far removed from the interests and needs of the non-college-bound youth, the youngsters who make up the largest proportion of the school enrollment. In the eyes of those expressing this concern, a general curriculum revision seems to be in order.

Table 92 contains a list of the extra-curricular activities available to the students of School G. A review of the listed pupil involvements shows a substantial number and variety of extra-class experiences. As in the case of most other schools already considered, the activities in the areas of athletics seem to hold first place in pupil participation and interest.

TABLE 92

HIGH SCHOOL G

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Latin Club	Any student of Latin	20
French Club	Any student of French	11
P.A. Reporters	Speech students	10
Hall Guard Club	All students	100
Future Teachers of America	All students	10
Future Nurses	All students	25
Student Council	All students (elected)	60
Sportsmanship Club	All students	20
Audio-Visual Club	All boys	15
Science Club	All students of science	15
Library Helpers	All students	25
City Round Table Repres.	Selected by staff	2
Debate Club	All students	10
Y-Teens	All girls	20
Girls Athletic Association	All girls	50
Orchestra	All music students	50
Ensemble	All music students	25
Central Stage Band	All music students	15
Concert Band	All music students	100
Coop Club (Work-Study)	All coop students	25
Retailers Club	All coop work-study pupils	20
Junior Achievement	All students	50
Cheerleaders Club	All girls (competitive)	10
Modern Dance Club	All dance students	50
Troubadors (Singers)	All glee club students	24
Yearbook Staff	All journalism students	10
Student Newspaper	All journalism students	10
Lettermen's Club	All sports letter winners	100
Hi-Y	All boys	20
Junior Round Table	Selected social studies pupils	4
Spanish Club	All students of Spanish	15
Interscholastic Sports		n.a.[b]
Baseball	All boys	n.a.
Basketball	All boys	n.a.
Football	All boys	n.a.
Tennis	All boys	n.a.
Track	All boys	n.a.
Swimming	All boys	n.a.
Cross-Country	All boys	n.a.

NUMBER OF ACTIVITIES: 38

SCHOOL ENROLLMENT: 2849

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[a] Obtained from school principal.

[b] Not available.

TABLE 93

School Programs: Depressed
Area Senior High Schools

School	Total Offerings	Academic Offerings[a]	Non-Academic Offerings[b]	Adv.Place. Offerings	Extra-Curr. Activities
School A	110	56	54	0	36
School B	74	33	41	0	31
School C	85	28	57	0	22
School D	81	35	46	0	24
School E	94	42	54	0	33
School F	81	34	47	0	28
School G	95	40	55	0	38
MEAN	89	38	51	0	30

[a] Subjects in Language Arts, Mathematics, Science, Social Studies, Foreign Languages, and Special Education (academics).

[b] Subjects in areas of Business Education, Driver Education, Music Education, Art Education, Home Economics, Industrial Arts, Physical Education, Vocational Education, and Special Education (skills).

A review of the instructional programs of depressed area high schools in this study shows that the average program includes nearly 90 subject offerings, of which there are nearly 40 academic offerings and over 50 non-academic courses. None of the schools visited offered advanced placement courses as a part of the instructional program (Table 93). All of the schools, however, did have one or more subject offerings in which advanced materials such as those offered in the new curricula were used. In addition, every school had either special education offerings or remedial instruction for retarded or low-achieving pupils.

In most instances, the depressed area high schools were engaged in few experimental activities or programs. Most efforts seemed to be aimed at the strengthening of present subject offerings. Little use was being made of team teaching, educational television, programmed instruction, or teaching machines, and little evidence was seen of the use of general audio-visual equipment or materials.

Cited as the strong points in the programs of instruction by the teachers, guidance personnel, and administrators were the "practical" aspects of the program (industrial arts, home economics, commercial and vocational offerings). Also identified as strong points in the program were the co-curricular offerings such as intramural and competitive athletics, music activities, and arts-drama activities. Listed as weak points in the larger program were the academic offerings as they now exist. Many respondents indicated that too much in the academic program is either irrelevant or too complicated for many youngsters. Also, in every school mention was made of a need to provide more remedial help for retarded or low-achieving pupils in areas such as reading or mathematics.

The average number of extra-curricular activities sponsored by the schools was around 30 per school. The kinds of activities available in schools were very similar, and in every school the principal and/or the guidance director stressed the need to add to the number and kind of pupil activities.

Privileged Area Senior High Schools

High School A operates in a large school plant which serves grades seven through twelve. However, the building has been so designed that classrooms for the junior high level pupils are in a wing which is removed from the senior high school instructional areas. Although the senior high school program is considered to serve only grades ten through twelve, classes for ninth graders have been given IBM program numbers by the school administration. Therefore, in this consideration of program, subjects offered for pupils in grades nine through twelve have been included (Table 94). A look at the program of studies reveals that School A offers its 2300 high school students some 113 separate subject offerings. According to the 1964-65 annual NCA report, School A has available to its students 213¼ units of credit from which personal programs may be structured. However, a memo from the central office directed all city high schools to use that figure so the number does not necessarily reflect the offerings of a particular school.

The program of studies at School A seems to be primarily a strongly academic college preparatory program. This observation was made to the researcher by the school principal, and a review of the subject offerings seems to bear out that statement. School A serves as one of five regional city centers for "superior ability" students, offering advanced or "honors" courses for youth placed in the SA category. Students in the SA program have been rigidly tested and have been found to generally have I.Q.'s of 125 or above and to be performing at the 95th percentile or above in most academic areas.

TABLE 94

HIGH SCHOOL A

Program of Studies[a]
(Grades 9-12)

Language Arts: (7)

Reading Improvement
English 1 & 2
English 3 & 4
English 5 & 6
English 7 & 8
Adv. English 7 & 8
Speech 1 & 2

Mathematics: (10)

General Math 1 & 2
Algebra 1 & 2
Adv. Algebra 1 & 2
Geometry 1 & 2
Adv. Geometry 1 & 2
Adv. Mathematics 1 & 2
Adv. Mathematics 3 & 4
Adv. Math 1 & 2 (S.A.)[b]
Adv. Math 3 & 4 (S.A.)
Adv. Math 5 & 6 (S.A.)

Science: (9)

General Science 1 & 2
General Science 1 & 2 (S.A.)
Biology 1 & 2
Biology 1 & 2 (S.A.)
Chemistry 1 & 2
Chemistry 1 & 2 (S.A.)
Physics 1 & 2
Physics 3[c]
Physics 1 & 2 (S.A.)

Social Studies: (7)

Citizenship 1 & 2
World Geography 1 & 2
World History 1 & 2
U. S. History 1 & 2
Sociology[c]
Economics[c]
Civics 1[c]

Foreign Language: (16)

French 1 & 2
French 3 & 4
French 5 & 6
French 7 & 8
German 1 & 2
German 3 & 4
German 5 & 6
German 7 & 8
Latin 1 & 2
Latin 3 & 4
Latin 5 & 6
Latin 7 & 8
Spanish 1 & 2
Spanish 3 & 4
Spanish 5 & 6
Spanish 7 & 8

Business Education: (12)

General Business Training 1 & 2
Bookkeeping 1 & 2
Bookkeeping 3 & 4
Typing 1 & 2
Typing 3 & 4
Clerical Practice 1 & 2
Shorthand 1 & 2
Stenography 1 & 2
Notehand 1 & 2
Business Law 1[c]
Business Arithmetic 1[c]
Office Practice 1 & 2

Driver Education: (1)

Driver Training[c]

Music Education: (11)

Junior Band
Junior Orchestra
Intermediate Band
Intermediate Orchestra

TABLE 94 (Contd.)

Music Education: (Contd.)

Senior Band
Senior Orchestra
Girls' Glee Club
Mixed Chorus
A Cappella Choir
Music Appreciation 1 & 2
Harmony 1 & 2

Art Education: (5)

Arts & Crafts 1 & 2
Arts & Crafts 3 & 4
Arts & Crafts 5 & 6
Arts & Crafts 7 & 8
Art Metals 1 & 2

Home Economics: (12)

Clothing 1 & 2
Clothing 3 & 4
Clothing 5 & 6
Clothing 7 & 8
Foods 1 & 2
Foods 3 & 4
Foods 5 & 6
Senior Foods 1 & 2
Senior Clothing 1 & 2
Family Living 1 & 2
Inter. Dec. & Home Mgmt.
Boys' Foods 1[c]

Industrial Arts: (15)

Metal Work 1 & 2
Metal Work 3 & 4
Metal Work 5 & 6
Metal Work 7 & 8
Wood Work 1 & 2
Wood Work 3 & 4
Wood Work 5 & 6
Wood Work 7 & 8
Mech. Drawing 1 & 2
Mech. Drawing 3 & 4
Architec. Drawing 1 & 2
Architec. Drawing 3 & 4
Machine Drawing 1 & 2
Machine Drawing 3 & 4
Electronics 1 & 2

Physical Education: (8)

Phys. Education 1 & 2
Phys. Education 3 & 4
Phys. Education 5 & 6
Phys. Education 7 & 8
Corrective Gym
Swimming
Dance Class
Dance Ensemble

Special Education: (2)

Trainables (self-contained class)
Special C (math, science, English)

TOTAL OFFERINGS: 113

[a] Taken from mimeographed list of subject offerings.

[b] S.A. = Superior Ability Group.

[c] One-semester offerings only; all others are one-year offerings.

REQUIREMENTS FOR GRADUATION:

In a published booklet, The Senior High Schools, the city system in which School A operates lists as requirements for graduation from any regular senior high school: Six (6) semesters of English credit; two (2) semesters of credit in U. S. History; two (2) semesters of credit in mathematics; two (2) semesters of credit in science; enrollment for credit in physical education or health during each semester of school attendance; and six (6) credits of electives in one area other than English or four (4) credits in each of two areas other than English (art, business education, foreign language, home economics, industrial arts, mathematics, music, science, and social studies).

School A uses three general groupings for instructional purposes: remedial, academic, and superior ability. Although School A provides for training in general studies, commercial and vocational training, the program would seem to be heavily weighted toward college preparation.

Once the student has been identified by testing, and his performance has been verified by counselors, teachers, and past performance records, the student and his parents are asked if they wish the student to be placed in the superior ability grouping, thus becoming eligible for assignment to advanced academic subjects. There are some twenty superior ability classes in School A in addition to a regular enrollment of 1690 pupils and to 5 classes of hearing handicapped youngsters; to four classes of "trainables;" and to two classes of mentally-retarded students. With the exception of the "trainables" and the retarded students, all other students are grouped for instruction into one of the four following categories: Superior Ability, Academic (high achievers), Regular or average, and Remedial or slow learners. Grouping is utilized for the placement of pupils in three academic areas only--in English, in social studies, and in mathematics. In the area of science, since only one year is required and the remaining offerings are elective, the pupils tend to group themselves, creating a "natural grouping." In all other areas there is no attempt to achieve segregation of pupils. Actually, the school attempts to integrate such youngsters as the handicapped and the remedial youngsters in curricular and extra-curricular activities other than the traditional academic offerings.

School A has an extensive program for remedial instruction. In all academic areas there is remedial instruction available to pupils, and there is a remedial reading program. School A provides "Special C" programs of study plus a simplified work-study program for youngsters who have I.Q.'s of from 50 to 75 but who are considered to be "trainable." There is also a planned program of instruction, with the necessary facilities and the qualified teachers, for the physically and mentally handicapped youngsters attending the school. Again, wherever it is possible, provisions are made to integrate these youngsters into activities with the regular student body.

Many activities are provided in the name of enrichment programs. The "superior ability" groups and subject offerings are a part of the plan for enrichment activities, as are the "academic-level" classes for the regular student enrollment. School A does not now have, but is planning to begin next year, advanced placement offerings in the areas of mathematics and social studies. According to the director of guidance the school has been ready to offer AP courses but the local universities were not yet prepared to work with the school in the program. School A serves as a center for a summer school enrichment and remedial program which is operated by the larger city school system. More than one-third of the youngsters enrolled in School A attended the summer session last year. The school is also used as a center for several evening adult educational activities. Perhaps several of the curricular offerings of the school could be classed as enrichment offerings. In this respect, the school is making use of such new curriculum content and materials as the S.M.S.G. modern mathematics, the P.S.S.C. physics, the B.S.C.S. biology, and the Chem Study chemistry.

As an adjunct to the curricular offerings, School A has an extensive extra-curricular program with more than 75 different activities having financial accounts administered by the school treasurer. In addition to an intramural program which involves more than 1400 youngsters per week, plus 300 to 350 on Saturday mornings, there are available to the students numerous and diverse extra-class activities. In all of these offerings, the school has consciously attempted to provide an enriched program which will hold youngsters so that they will complete all four years of the high school program. One of the problems the school has had to combat is that of students who carry a full load of credits for three years, in addition to taking academic offerings in the summer school program, allowing them to graduate at the end of the junior year and to enter college at the age of 16 or 17.

Within the instructional program there are several projects of an experimental nature in operation. For example, three English teachers are carrying on a project of team teaching, in which they are working together and with a city supervisor to improve their presentation and the content of the academic area. The "superior ability" program just mentioned is still listed as experimental, and a continued re-evaluation and re-design of the program is in process. School A is offering, as one of several city high schools who have volunteered to present and evaluate its effectiveness, the subject "notehand." Several cooperative instructional activities by teaching personnel might also be classed as experimental projects. For example, many teachers in each of the academic areas are working together to build word lists that will be emphasized in an attempt to improve the spelling ability and word consciousness of students. Other teachers are working together to revise and to create curricular materials in various academic areas. Teachers have also been involved in the evaluation and recommendation of textbooks and reference materials for adoption or purchase by the school.

The principal of School A, the director of guidance, and a group of teachers were asked in separate interview settings to identify the strong points and weak points (or needs) in the school program. The principal cited as outstanding aspects of the program the positive academic climate which has been fostered in the youngsters, and which has carried over in the form of "a pursuit of excellence." This setting, coupled with the "burden of talent" that the school must work with, has enhanced the already heavily academic program of activities. In addition to the strong academic program, School A has very heavy program of extra-curricular involvements, with some 58 separate activities available to the student body. These activities, in conjunction with the already described intramural athletic program, have resulted in a situation in which the administration has had "to try to control over-participation by many pupils" (through control by a point system). Finally, the principal cited as strong aspects of the program the abundance of facilities, equipment, and materials for use in all school and community activities. The director of guidance concurred with the points made by the principal, citing the strong academic program, the outstanding extra-curricular program, and the strong school spirit as exceptional characteristics of School A. The teachers who were questioned tended to agree with the aspects already mentioned, adding that they often felt that the program was "too strong."

Weaknesses or needs of the program at School A as suggested by the principal were several. First, the principal acknowledged the fact that there is a real need for an improved vocational program for those youngsters who will not attend college. In conjunction with the program, though, we must build the image of vocational subjects so that the pupils will take the training. Many youngsters want only the academics, noted the principal, since these are considered to be the "prestige" courses which all aspiring youngsters must take. Vocational courses have thus become "second-best" and are avoided by many pupils. The principal cited as a local need an improved means of grouping and scheduling of students, perhaps to the point of even adding more advanced or lower sections in the academic areas. Finally, the principal suggested that the school could well use better textbooks than those adopted by the city system. Even though the city allows the dual adoption of textbooks to provide for differences in youngsters served, in many instances the books are inadequate to the pupils and to the situation. The director of guidance suggested as a weakness the city policy of dual promotion (a semester system in which there are graduations in January and June). With this system, in conjunction with the enormous enrollment of the large city high school, students have too little opportunity to identify with one teacher or counselor (or group of students) since scheduling is done on a semester basis. As a result, a certain instability results, creating personal and social problems within the school environment. The teachers who were asked to identify weaknesses or needs could not cite needs other than the need for more help and/or smaller classes. With regard to the extra-curricular offerings of the school, the teachers generally felt that the school had "too many" activities which took up too much of the students' time.

Table 95 lists the extra-curricular offerings included in the larger program of School A. The reader will probably notice the large number of activities in addition to the substantial numbers of participants in each activity. According to the principal of School A, more activities have been offered by the school. However, the number and the kinds of activities provided often depend upon the availability of a teacher sponsor, and when a sponsor leaves the activity may die out.

High School B is a three-year high school serving pupils in grades ten through twelve. The program of studies, which is strongly academic, reflects the college-oriented focus of the program. Contained within the program are some 101 separate subject offerings for an enrollment of 1670 pupils. According to the 1964-65 annual NCA report, School B's program of studies represents 79 units of credit. A look at the list of subject offerings (Table 96) verifies the strong emphasis on preparation for higher education. In every academic area there are advanced placement subject offerings (School B was one of the "pioneers" in its state with regard to participation in the advanced placement program.) A reflection of the emphasis on academic achievement is seen in the test scores on standardized tests which are administered to all high school students in the city. Consistently, the students in School B (as a group) have made the highest scores. Until this year some 80 per cent of all graduates of School B entered college. There is careful grouping of pupils for instruction in

TABLE 95

HIGH SCHOOL A

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Drill Team	All girls	50
Girls' Athletic Association	All 10th-12th girls	250
Boat Club	All boys	15
Catalina Club (water ballet)	All girls in Swimming	38
Student Council	All pupils (elected)	148
School Newspaper	All students	30
School Yearbook	All students	33
Office Monitors (aides)	All students	32
Guidance Aides	All students	15
Gym Corps	All students	75
Marshalletes	All girls	65
Audio-Visual Aides	All students	75
Movie Monitors	All students	16
Junior Red Cross	All students	640
Hall Monitors	All students	250
Stage Crew	All students	10
Special Educ. Monitors	All students	14
Library Club (Monitors)	All students	75
Clinic Monitors	All students	10
Make-Up Club	All students	25
Future Chemists	All students of Chemistry	30
Latin Club	All students of Latin	76
German Club	All students of German	20
Spanish Club	All students of Spanish	90
French Club	All students of French	35
Russian Club	All students of Russian	12
Chess Club	All students	25
Camera Club	All students	17
Senior High Forensics	All students	30
Future Teachers of America	All students	110
Stamp Club	All students	20
Equestriennes (Horse Club)	All interested	20
'M' Club (P.E. Service)	All varsity letter winners	60
Mathematics Club	All students (B ave. in math)	55
Future Nurses	All students	50
Thespians	All students	75
Collar & Leash (Dog Club)	All students	25
Camera Club - T & R	All students (camera exp.)	7
Pep Club	All students	300
Future Business Leaders	All students of bus. educ.	35

TABLE 95 (Contd.)

Title or Kind of Activity[a]	Available to	Number Involved
Radio Club	All students	20
Interscholastic Athletics		
Baseball	All boys	70
Basketball	All boys	50
Cross-Country	All boys	40
Football	All boys	150
Golf	All boys	25
Track	All boys	100
Tennis	All boys	30
Wrestling	All boys	60
Gymnastics	All boys	35
Saturday Intramurals	All students	300
Science Club	All students	20
Junior Girls' Athletic Assn.	All girls (9th & below)	85
Gym Monitors (girls)	All girls (9-12)	75
Cheerleaders	All girls (10-12)	12
Junior H.S. Intramurals	All boys (9th & below)	60
Marionette Club	All students	10
Knitting Club	All girls	20

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
58	2300

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[a] List and numbers verified by school principal.

School B, with the students being involved in the design of their program as well as identifying the suitable grouping for their benefit. Five classifications (or groups) are followed in the placement of pupils for instruction: Advanced Placement, Honors Group, "A Group" (good achievers), "B Group" (average achievers), and "C Group" (slower achievers).

The practice in School B has generally been that of adding more subjects to the curriculum rather than dropping subjects. Recent

TABLE 96

HIGH SCHOOL B

Program of Studies[a]
(Grades 10-12)

Language Arts: (9)

English II
English III
English IV
English II Honors
English III Honors
Adv. Place. English
Journalism
Dramatics
Advanced Speech

Mathematics: (8)

Algebra I
Algebra II
Plane Geometry
Construc. Geometry
Solid Geom. & Trigonometry
Mathematics V
Senior Mathematics[b]
Analytics & Calculus (Adv. Place.)

Science: (7)

Biology
Adv. Pl. Biology
Physical Science
Physics
Adv. Pl. Physics
Chemistry
Adv. Pl. Chemistry

Social Studies: (8)

10th World History
American History
Economics
World Geography[b]
Sociology[b]
Senior Problems
Modern Eur. History (Adv.Pl.)
Adv. Pl. Amer. History

Foreign Language: (22)

French I
French II
French III
French IV
French IV (Adv. Place.)
French 10
German I
German II
German III
German IV
German IV (Adv. Place.)
Latin I
Latin II
Latin III
Latin IV
Latin IV (Adv. Place.)
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish IV (Adv. Place.)
Spanish 10

Business Education: (13)

Business Training
Typing I
Typing II
Stenography I (Shorthand)
Shorthand II
Transcription
Comptometer
Bookkeeping I
Bookkeeping II
Business Law[b]
Consumer Problems[b]
Office Practice
Treasury

Driver Education: (1)

Driver Training

TABLE 96 (Contd.)

Music Education: (8)

Soph. Glee Club
Jr.-Sr. Glee Club
Soph. Choir
Cadet & Symph. Band
Orchestra
Music Theory & History
A Cappella Choir
Ensembles

Art Education: (4)

Art I
Art II
Art III
Art IV

Home Economics: (8)

Clothing I
Clothing II
Foods I
Foods II
Home Decoration[b]
Home Management[b]
Clothing III
Foods III

Industrial Arts: (9)

Mechanical Drawing I
Mechanical Drawing II
Wood Shop I
Wood Shop II
Metal Shop I
Metal Shop II
Mechanical Drawing III
Wood Shop III
Metal Shop III

Physical Education: (3)

10th Physical Education
Health
12th Physical Education

Special Education: (1)

Slow Learning (self-contained)

TOTAL OFFERINGS: 101

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[a] From mimeographed schedule of classes.

[b] One-semester only.

REQUIREMENTS FOR GRADUATION:

From information given in the 1964-1965 NCA Annual Report, and from a mimeographed listing of subject offerings, School B requires for graduation the following units of credit for grades 9-12: 4 units of English; 1 unit of science; 1 unit of mathematics; 3 units of social studies, to include World History, American History, and Senior Problems; 1½ units of health and physical education; and 7 units of electives (the units in health and physical education are required but do not count toward the required total of 16 units). In addition to majors in English and social studies, the student must have a major area of at least 3 units or two minor areas of at least 2 units.

In grouping for instruction, School B utilizes four categories: Honors or advanced placement; academically able; general or average; and modified or less than average. There is also provision made for slow learners or mentally retarded youngsters in the special education program. Although School B is considered to be a comprehensive high school, with programs for terminal and technical-vocational interests, the major focus of the program seems to be on the college-preparatory student.

additions to the program include subjects such as world geography, sociology, business law, consumer education, as well as the addition of programmed reading instruction for slower readers. The only deletion from the program in recent years was the subject Psychology--which was, according to the school principal, discontinued because of pressure from the state department of education. The program of studies now includes advanced placement offerings in English, Physics, Chemistry, American History, Modern European History, Analytics and Calculus, Latin IV, Spanish IV, and French IV. Recently added, on an experimental basis, have been the curriculum materials in P.S.S.C. physics and B.S.C.S. biology, with one class of each being offered. Programmed learning materials are being utilized in the English area, with five classes of remedial reading participating in their use.

A language laboratory is available in the school for use by the several areas of foreign language, with an abundance of taped instructional materials. A television set is available for use by any of the instructional areas but is not regularly used as a method of instruction.

In reply to the requested identification of strengths, weaknesses and needs in the local program, the researcher received a rich response from the persons interviewed. The principal of School B felt that one of the strengths of the program was its grouping policies in which the students are involved in program design and self-placement. Other strong points in the program suggested by the principal were the advanced placement offerings, the active extra-curricular program, the strong teaching staff, and the low percentage of pupil failures and dropouts. The guidance persons felt that the personal emphasis which derived from individual counseling with pupils, and the involvement of pupils in various activities and decision-making situations has built leadership ability and pride in the school, both of which have increased the stature and effectiveness of the larger program. The teachers identified as strong points in the program the extensive extra-curricular program, the good library facilities and materials, and the strong academic program of the school. Finally, the teachers cited as conducive to good program the freedom they have to experiment with new techniques and new content, a situation which has derived from democratic practices in the local administration of the school.

Limits or weaknesses in program cited by the school principal were several. First, the greatest limitation on the development of program, in the eyes of the principal, are the restrictions inherent in being a part of a school system rather than an autonomous school. Weaknesses in program mentioned by the principal included the need to develop experiences and content for the non-college bound, the need to build a stronger preparatory program in all phases of English, and the need to build into the social studies program a logical articulation between individual subject offerings. The guidance personnel cited as needs in program the need to adjust the curriculum to fit a changing pupil populace (School B's attendance area is changing in socioeconomic make-up of residential populace), the need to somehow de-emphasize the quest for grades as a pupil motivation, and to make academic participation something done by the pupils for the intrinsic reward, the need to discover and utilize new approaches to instruction in the academic areas, and a better program of remedial reading plus a program to attract and hold the attention and interest of the low-motivated students. Most of the teachers interviewed felt that the program was quite adequate. One need, however, was identified--the need to provide a program of studies for the enrichment of youngsters in the lower academic groupings.

Contained in Table 97 is a listing of the extra-curricular activities provided by School B. A survey of the list reveals a program with a variety of activities, although the number of experiences is not large.

High School C serves 2400 pupils in grades ten through twelve, offering 100 different subject selections for the students (Table 98). The 1964-1965 annual NCA report of the school shows that the program offers 102-3/4 units of credit. School C is described by its principal as a "comprehensive high school," providing instruction to its students on an ability group basis. Grouping for instruction is done on four levels: Advanced Placement, Academically Talented, Regular, and Skills groups. Since the school is attempting to maintain its "comprehensive" status, a recent focus has been on the building of an improved vocational program. Subject additions in the past several years include Electrical Shop, Power Mechanics, Food Production, Business English, Business Mathematics, P.S.S.C physics, Honors French, and an experimental Honors Chemistry. Several courses have been discontinued at School C, either because of a lack of student enrollments or because of the unavailability of a teacher for the subject. The

TABLE 97

HIGH SCHOOL B

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Drama Club	All students	25
Latin Club	All students	35
National Forensic League	All students	30
C Service Club	All students	225
Future Teachers of America	All students	50
Homeroom Representatives	All students (elected)	52
Student Council	All students (elected)	14
Hi-Y	All boys	50
Junior G-Teens	All 10th & 11th girls	50
German Club	All students	30
Biology Club	All students	15
Physics Club	All students	20
Chemistry Club	All students	40
Chess Club	All students	20
Varsity "B"	Athletic Letter Winners	50
Spanish Club	All students	58
Future Nurses Club	All students	25
Politiclub	All students	100
Senior G-Teens	All 12th girls	50
Ensemble	All (selected by voice test)	12
Girls G-Teens Basketball	All girls	20
Cheerleaders	All girls (elected)	20
Majorettes	All girls	20
Interscholastic Sports		
Football	All boys	44
Basketball	All boys	25
Baseball	All boys	25
Cross-Country	All boys	40
Track	All boys	80
Tennis	All boys	20
Golf	All boys	12
Swimming	All boys	40
School Newspaper	All students	30

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
32	1670

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[a] From list sent to researcher by Assistant Principal of School B.

TABLE 98

HIGH SCHOOL C

Program of Studies[a]
(Grades 10-12)

Language Arts: (11)

English 10A & 10B
English 11A & 11B
English 12A & 12B
Business English
Adv. Pl. English 12
English 10A Linguistics
Speech
Drama
Radio Production
Journalism 1
Journalism 2

Mathematics: (10)

Algebra 1
Business Arithmetic
Geometry 1 & 2
Algebra 3
Shop Math 1 & 2
Algebra 4
Trigonometry
Solid Geometry
Adv. Pl. Math
Math Seminar

Science: (9)

Biology 1 & 2
Chemistry 1 & 2
Physics 1 & 2
Physical Science 1 & 2
Conservation
Adv. Pl. Biology
Chem Study
PSSC Physics
BSCS Biology

Social Studies: (7)

World History 1 & 2
Geography 1 & 2
American History 1 & 2
Adv. Pl. American History
Modern History
Probs., Soc. & Econ. 1 & 2
Adv. Pl. European History

Foreign Language: (13)

French 1 & 2
French 3 & 4
French 5 & 6
French 7 & 8
Latin 1 & 2
Latin 3 & 4
Latin 5 & 6
German 1 & 2
German 3 & 4
German 5 & 6
German 7 & 8
Spanish 1 & 2
Spanish 3 & 4

Business Education: (10)

General Business 1 & 2
Typing 1 & 2
Typing 3 & 4
Shorthand 1 & 2
Shorthand 3 & 4
Business Machines 1 & 2
Bookkeeping 1 & 2
Sales
Business Law
Office Practice

Driver Education: (1)

Driver Training

Music Education: (11)

Music Theory 1 & 2
Music for Listeners
Cadet Band
Marching Band
String Orchestra
Symphonic Orchestra
Chorus
Girls' Glee Club
Boys' Glee Club
Choir
Mixed Ensemble

TABLE 98 (Contd.)

Art Education: (7)

Art 1 & 2
Art 3 & 4
Commercial Art
Art
Ceramics
Production Art
Stage Design

Home Economics: (9)

Foods Lab 1 & 2
Foods Lab 3 & 4
Tea Room Management
Clothing Lab 1 & 2
Clothing Lab 3 & 4
Needlecraft
Homemaking 1 & 2
Personal Regimen
Dynamic Living

Industrial Arts: (8)

Machine Shop 1 & 2
Drafting 1 & 2
Printing 1 & 2
Cabinet Making 1 & 2
Electrical Shop
Power Mechanics
Wood Shop 2
Engineering Drafting

Physical Education: (4)

Physical Education 10
Physical Education 11
Physical Education 12
Health

Special Education: (0)

(Skills grouping for slow students in each subject area)

TOTAL OFFERINGS: 100

[a] From listing given to researcher by school principal.

REQUIREMENTS FOR GRADUATION:

The basic requirements for graduation, as listed in a mimeographed publication by School C, include the following requisites (9th grade credits included): 4 years of English; 3 years of social studies, to include American History and the ninth-grade social studies requirement; 1 year of mathematics; 1 year of science; 4 years of physical education (no credit applicable); ½ year of health for all boys; and 7 units of electives. Each student must complete 40 points of credit (equivalent to 4 units or credits) in each of two subject areas other than English and social studies.

Grouping for instruction in School C results in four distinct tracks: Advanced Placement (for exceptional ability); Academically Talented (for superior students); College Preparatory (for average to good students); and Skills Group (for slow learners). Although it operates as a comprehensive high school, School C is a strongly academic school.

recently discontinued courses include Advanced Placement French, Photography, Earth Science, Marine Biology, and a humanities course.

Although the principal of School C cited the need for a remedial reading program, there are at this time no formalized remedial classes except for the skills sections in subjects such as English and biology. A tutoring system is in effect at the school now which allows students to go to teachers for help during their free study periods. The provisions for enrichment activities in the program of School C are numerous. First, the tutorial program was designed to promote extra study and research by pupils, as well as providing remedial help. A city-wide summer school program is available to students who wish to take courses which they could not normally take because of advanced placement assignments. Within the city there are available to the students such centers as a language center at a local university, an institute of art, and a science center, all of which are open on Saturdays. One science teacher at School C conducts a workshop for interested science students, and many of these pupils take part in city science fairs. Advanced Placement courses are available to qualified students in four subject areas--English, mathematics, history, and biology. Curricular materials and content from such national curricula as B.S.C.S. biology (two versions), from P.S.S.C. physics, from Chem Study chemistry, in addition to an academically talented section of chemistry which uses a college textbook, are included in the enriched science program. Although the areas of foreign language do not at this time offer advanced placement credit, honors sections are available in each language, and all sections use the facilities of a modern language laboratory. Finally, an evening program of instruction is provided in School C under the auspices of the city school system, and some 1000 community members attend the night school.

Within the program of instruction are several factors which have impact on its operation. For example, a local policy suggests that pupils should have a minimum of two hours of homework daily. Scholarship and individual pupil responsibility are strongly encouraged in all classes and activities. This condition is best seen in the honor study halls which operate every period in School C, in which 500 to 700 students study in two large rooms unsupervised by adults. Students are themselves charged with the conduct and supervision of these study sessions, and the success of the operation is reflected in seven years of continued operation. A conscious effort to instill moral and spiritual values in pupils through all class and extra-class activities is professed by the school principal. Several experimental activities are going on within the school program. For example, one section of English is utilizing a linguistics approach to the teaching of grammar. Several of the science classes are using experimental materials or experimental approaches (e.g., the skills groups in biology are using materials from B.S.C.S., and the academically talented group in chemistry is using a college textbook). Cooperative instructional efforts by teachers in School C are limited at this time to informal kinds of shared efforts and ideas. However, during the latter half of the current school year six classes (3 English and 3 social studies) will be instructed via a planned program of team teaching. Finally, the teachers of School C have available for use two portable television sets, but at this time there is no regular use of televised instruction.

Strengths of the program at School C, as identified by the school principal, include the strong academic and the strong extra-curricular programs. Contributing to these outstanding features is the positive atmosphere as well as the strong community support of all school activities. Evidence of the support given the school in its program is the high attendance ratio cited by the principal, a ratio of 97 per cent. The director of guidance indicated that a key strength in the total program was the interest and the understanding given to the pupils by the local staff. The teachers who were interviewed indicated that the strong points of the program were the academic offerings and the vocational offerings in the areas of business education and homemaking.

The principal of School C cited as limitations on his program the lack of money, space, facilities, staff, and time. The greatest need at the current time is for a stronger vocational program, noted the principal. He also suggested that the program could benefit from a broadened emphasis in the humanities and the arts. Another concern of the principal was with the provision of more intramural offerings for students who do not participate in competitive athletics. Finally, he indicated that an emphasis on moral and ethical values should receive the support of the school in curricular and extra-curricular experiences. The director of guidance could cite only one area in which he felt the program was inadequate. In this concern, he felt that the teachers could demand more effort of the pupils. Observations by the teachers interviewed were that the school had too large an extra-curricular program, with too many activities; that the subject matter areas were too autonomous--that they needed more integration; and that the teachers could profit by having more instructional materials and reference materials at hand in the classroom.

Listed on Table 99 are the extra-curricular activities which comprise the non-instructional program of School C. As the reader will note, the list of activities is extensive, with a large number and with a variety of involvements.

High School D provides a program of studies with 114 distinct subject selections for its 2090 students in grades ten through twelve. A list of offerings in the 1964-1965 annual NCA report submitted by School D indicates that 102½ units of credit are available to pupils. The instructional program, as described by the principal, includes three courses of study--college preparatory, which receives the most emphasis; general studies, which has the largest enrollment; and the basic program for students who are found by tests to be two years or more below grade level in English and arithmetic. High School D groups its youngsters for instruction, using the same groups as all the city schools--basic skills (low achievers), general (average achievers), academic (high achievers), and, adding an extra category, "academically talented" (for very able, advanced achievers). Evidence of the emphasis on the college preparatory program in this "comprehensive high school" is seen in the list of subjects in Table 100. Recent additions to the program have been advanced placement courses in

TABLE 99

HIGH SCHOOL C

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
National Honor Society	11A, 12B, 12A scholars	19
Vocal Music Activities	All students	135
Instrumental Music	All students	35
Marching Band	All students	125
Student Council	All students (elected)	170
Key Club	All boys	30
School Yearbook	All 12A's	30
School Newspaper	Journalism students	60
Girls' Bowling	All girls	84
Stage Design	All students	15
Boys' Badminton	All boys	30
Boys' Intramural Basketball	All boys	100
Decathlon	All boys	35
Human Relations group	All students	20
Class Projectionists	All boys	35
World Affairs group	All students	37
Waitress Club	All girls	65
Honor Study Hall Aides	All students	156
Photography Club	All students	5
Girls' Gym Leaders	All 10A, 11A girls	52
Girls' Badminton	All girls	100
Girls' Basketball	All girls	250
Girls' Volleyball	All girls	250
Girls' Gymnastics	All girls	60
Girls' Tennis	All girls	40
Art Club	All students	25
Latin Club	All students	12
French Natl. Honor Society	10 per cent of enrollment	15
Biology Club	All students	30
German Honor Society	All students	20
Math Honorary	All 11B and above	80
Spanish Club	All students	23
Varsity & J.V. Cheerleaders	All girls	25
Future Teachers of America	All students	50
Future Nurses of America	All girls	50

TABLE 99 (Contd.)

Title or Kind of Activity[a]	Available to	Number Involved
Rhythmettes	10A to 12B girls	75
Majorettes	All girls	24
Flashers	All girls	100
Y-Teens	All girls	150
Thespian Group	All drama students	20
Senior Play	All seniors	80
Varsity Football	All boys	45
J. V. Football	All boys	125
Cross-Country	All boys	50
Basketball	All boys	70
Wrestling	All boys	70
Track	All boys	90
Tennis	All boys	25
Golf	All boys	15
Bowling	All boys	12
Junior Achievement	All students	90
Teacher Aides	All students	526

NUMBER OF ACTIVITIES: 52

SCHOOL ENROLLMENT: 2396

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[a] List submitted by school principal.

TABLE 100

HIGH SCHOOL D

Program of Studies[a]
(Grades 10-12)

Language Arts: (12)

English II
English III
English IV
Journalism
Adv. Journalism
Business English
Better Composition
Reading Improvement
Speech
Speech & Dramatics
Public Speaking
Dramatics

Mathematics: (5)

Mathematics II
Mathematics III
Mathematics IV
Adv. Pl. Calculus
Consumer Math

Science: (8)

Biology
Botany
General Science
Zoology
Chemistry
Physics
Physiology
Biol. Sci. Seminar

Social Studies: (7)

World Geography
World History
American History & Govt.
Modern History
Socio-Econ. Problems
Adv. Pl. American History
Regional Geography

Foreign Language: (19)

French I
French II
French III
French IV
French V
German I
German II
German III
German IV
Latin I
Latin II
Latin III
Latin IV
Latin V
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V

Business Education: (18)

Clerical Services I
Clerical Services II
Typing I
Personal Typing
Record Keeping
General Business
Business Arithmetic
Merchandising
Salesmanship
Bookkeeping I
Business Law & Principles
Accounting Principles
Notetaking
Secretarial Practice I
Secretarial Practice II
Shorthand
Office Practice
Office Machines

TABLE 100 (Contd.)

Driver Education: (1)

Driver Training

Music Education: (9)

Senior Band
Senior Orchestra I
Senior Choir I
Senior Choir II
Senior Choir III
Boys' Glee Club
Girls' Glee Club
Music Theory X
Music Theory XX

Art Education: (6)

Art I
Art II
Art III
Art IV
Art X
Art XX

Home Economics: (4)

Home Economics I
Home Economics II
Home Economics III
Home & Family Living

TOTAL OFFERINGS: 114

Industrial Arts: (20)

Metal Shop I
Metal Shop II
Metal Shop III
Wood Shop I
Wood Shop II
Wood Shop III
Wood Shop IV
Electricity I
Electricity II
Electricity III
Electricity IV
Graphic Arts I
Graphic Arts II
Graphic Arts III
Mechanical Drawing I
Mechanical Drawing II
Mechanical Drawing III
Mechanical Drawing IV
Mechanical Drawing X
Mechanical Drawing XX

Physical Education: (4)

Physical Education II
Physical Education III
Physical Education IV
Health & Safety

Special Education: (1)

Speech Therapy

[a] As derived from mimeographed copy of Master Schedule of school.

REQUIREMENTS FOR GRADUATION:

School D, in keeping with city minimum requirements asks that its students work for a minimum of $18\frac{1}{4}$ units of credit during the 9th through 12th years, with 3 units required in English; 1 unit required in science; 1 unit required in mathematics; 2 units required in social studies, one of which must be American History and government; 1 unit in health required; 3/4 unit required in physical education; and $9\frac{1}{2}$ units of electives. Of the elective units, some must make up two areas of concentration (3 units each) in addition to the concentration in English.

School D follows the suggested city patterns of grouping, with three basic groups for instruction: Basic level subjects, general level subjects, and academic level subject grouping. In addition, there are in several subject areas advanced placement sections in School D. Although it is a comprehensive high school, School D is heavily academic-oriented.

English and American History, as well as a "better reading program" which is offered in after school hours. No specific courses have been dropped from the program in recent years, although the regular use of televised instruction in English, biology, and mathematics has been discontinued (television is now used on an experimental basis).

School D has no remedial programs other than in-class remedial help which comes to the pupils in the basic skills groups. Among the enrichment activities available to the pupils are the advanced placement offerings in the areas of English, American History, Chemistry, and Mathematics. A summer school program with both remedial and enrichment subject offerings is sponsored by the city school system. Also, a city sponsored evening adult education program, serving some 900 to 1100 persons, is conducted in School D. Finally, an indirect source of enrichment has accrued to the program through the adoption and use of S.M.S.G. mathematics. With respect to cooperative instructional efforts and to experimental activities within the school program, the principal of the school cited two efforts. Team teaching is being used in the presentation of World History to two classes of pupils, and the art teachers are working with teachers in other areas to provide integration of academic and non-academic subject areas. As a final note, School D has three classrooms equipped to receive educational television. However, as was previously noted, the facilities are not at this time used regularly.

Strengths of the program at School D, as cited by persons interviewed in the school, include the strong academic program and subject areas, the well-trained instructional personnel, and the freedom which is available for experimentation by staff members. These strengths were mentioned by both teachers and administrators. In addition, the director of guidance felt that the advanced placement program was a source of strength in program, as was the extensive extra-curricular program. A final observation by the teachers interviewed was that the extra-class activity program was strong, but at times seemed to include too many activities for the good of the youngsters or for the academic program.

An often-mentioned limitation on the operation and improvement of the larger program at School D was the lack of space and facilities. Staff size and pupil enrollments have gotten so large that there is not room to accommodate additional instructional personnel, nor is there space to provide for extra-class activities during the day or for experimental activities by teacher personnel. In addition to this limit, first cited by the school principal, is the present inadequacy of the program for the non-college-bound youngsters and for the "basic skills" retarded pupils. As suggested by the principal, teachers who have traditionally worked with academically motivated youngsters, and who are themselves subject-centered, are having difficulty in adjusting their instruction and class content to the changing pupil population that is coming to School D. Also, many teachers are not yet convinced of the importance of working with the youngsters in the basic skills classes. Acknowledged as a deficiency in the present school program by the director of guidance is the lack of appropriate activities and program for the educationally deprived and for the non-college-bound student. Finally, the teachers questioned cited one weakness in the program--the extreme size of a school which must serve six grades. Because of large size and because of the large classes created by shortage of space and staff, pupils tend to become lost in the crowd of enrollments, with little opportunity for personal identification with an adult.

Listed in Table 101 are the extra-class offerings of the program at School D. The reader will note that the program includes a large number of activities with a variety of involvements available to most students.

High School E, which serves 2400 pupils in grades nine through twelve, offers the students a selection of some 96 subjects. According to the 1964-65 annual NCA report, the program offers 81 units of credit. Although the principal of the school classes it as a "comprehensive" school with a "general" program, the program is heavily academic (Table 102), and some 60 per cent of the graduates enter colleges. An indication of the academic emphasis in the school may be seen in the city-wide test results which show the pupils of School E scoring highest (as a school) of all schools on standardized tests such as the Differential Aptitude Test, the California Test of Mental Maturity, the Ohio State Psychological Examination, and the Iowa Test of Educational Development. School E practices grouping of students for instructional purposes, using the four groups or "tracks" suggested by the city system--Track IA (academically talented), Track I (academic level), Track II (regular or general), and Track III (remedial level). Subject additions have generally grown out of the advanced "track," being added to provide advanced enrichment work. Additions to the

TABLE 101

HIGH SCHOOL D

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Art Club	All students	54
Business Club	All students	43
French Club	All students	20
Future Teachers of America	All students	35
German Club	All students	20
Health Careers Club	All students	38
Junior Science Club	All students	27
Latin Club	All pupils of Latin	18
Merchandising Club	All pupils	38
Physical Sciences Club	All pupils	27
Spanish Club	All students	47
Council on World Affairs	All students	19
Dramatics Club	All students	43
Jazz Club	All students	75
Modern Dance Club	All students	18
Photography Club	All students	9
Radio Club	All students	27
Y-Teens	All girls	43
Youth Fellowship	All students	12
School Annual	Pupils selected by staff	21
School Newspaper	Pupils selected by classes	36
Junior Red Cross	All students	250
Showcase Talent Show	All students	500
May Fete Carnival	All students	210
Class Officers	All students (elected)	12
Student Council	All students (elected)	128
Audio-Visual Crew	All students	12
Stage Crew	All students	14
Library Aides	All students	20
Cheerleaders	All girls	24
Pep Club	All girls	550
Girls' Athletic Association	All girls	285
Archery	All girls	20
Hockey	All girls	45
Volleyball	All girls	40
Basketball	All girls	48
Bowling	All girls	75
Softball	All girls	55
Golf	All girls	10

TABLE 101 (Contd.)

Title or Kind of Activity[a]	Available to	Number Involved
Lettermen's Club	All boys (letter winners)	200
Interscholastic Athletics	All boys	
Cross-Country	All boys	40
Football	All boys	60
Gymnastics	All boys	30
Basketball	All boys	40
Baseball	All boys	60
Golf	All boys	20
Tennis	All boys	20
Track	All boys	80
Swimming	All boys	35
Polywogs (swimming)	All girls	18

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
50	2090

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[a] Taken from Student Guide; figures submitted by an assistant principal.

TABLE 102

HIGH SCHOOL E

Program of Studies[a]
(Grades 9-12)

Language Arts: (7)

English 9, 1 & 2
English 10, 1 & 2
English 11, 1 & 2
English 12, 1 & 2
Public Speaking 1 & 2
Dramatics
Journalism 1 & 2

Mathematics: (9)

General Math 1 & 2
General Math 3 & 4
Algebra 1 & 2
Algebra 3[b]
Algebra 4[b]
Trigonometry[b]
Plane & Solid Geom. 1 & 2
Elementary Functions[b]
Analytic Geometry[b]

Science: (7)

General Science 1 & 2
Adv. General Science 1 & 2
Biology 1 & 2
Physics 1 & 2
Chemistry 1 & 2
Adv. Chemistry 1 & 2
Physiography 1 & 2

Social Studies: (12)

World History 1 & 2
U. S. History 1 & 2
Contemporary History 1[b]
Geography 1 & 2
Citiz. & Appl. Economics 1 & 2
Amer. Pol. & Econ. History 1 & 2
Western Civilization 1 & 2
Sociology[b]

Social Studies: (Contd.)

Government[b]
Advanced Geography[b]
Economics[b]
Psychology[b]

Foreign Language: (17)

French 1 & 2
French 3 & 4
French 5 & 6
French 7 & 8
French 9 & 10
German 1 & 2
German 3 & 4
German 5 & 6
German 7 & 8
Latin 1 & 2
Latin 3 & 4
Latin 5 & 6
Italian 1 & 2
Spanish 1 & 2
Spanish 3 & 4
Spanish 5 & 6
Spanish 7 & 8

Business Education: (9)

Basic Business 1 & 2
Stenography 1 & 2
Secretarial Practice 1 & 2
Bookkeeping 1 & 2
Bookkeeping 3 & 4
Office Practice 1 & 2
Typing 1 & 2
Typing 3 & 4
Business Law

Driver Education: (1)

Driver Training (by TV)

TABLE 102 (Contd.)

Music Education: (10)

- Mixed Chorus
- Boys' Glee Club
- Girls' Glee Club
- Concert Choir
- Junior Band
- Junior Orchestra
- Senior Band
- Senior Orchestra
- Music Appreciation 1 & 2
- Understanding Music[b]

Art Education: (4)

- Art 1 & 2
- Art 3 & 4
- Art 5 & 6
- Art 7 & 8

Home Economics: (6)

- Basic Home Economics 1 & 2
- Inter. Clothing & Textiles 1 & 2
- Adv. Clothing & Textiles 1 & 2
- Inter. Foods & Nutrition 1 & 2
- Adv. Foods & Nutrition 1 & 2
- Home Living 1 & 2

Industrial Arts: (9)

- Mechanical Drawing 1 & 2
- Architectural Drawing 1 & 2
- Machine Drawing 1 & 2
- Architectural Drawing 3 & 4
- Home Planning 1 & 2
- Metal Work 1 & 2
- Basic Industrial Arts 1 & 2
- Woodworking 1 & 2
- Woodworking 3 & 4

Physical Education: (5)

- Health
- Gym 9
- Gym 10
- Gym 11
- Gym 12

Special Education: (0)

TOTAL OFFERINGS: 96

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[a] From mimeographed list of subject offerings.

[b] One-semester offerings only.

REQUIREMENTS FOR GRADUATION:

As indicated in its 1964-65 NCA Annual Report, School E requires for graduation a total of 17 units of credit, to consist of the following: 4 units in English; 1 unit in science; 1 unit in mathematics; 3 units in social studies, to include a unit in American History and a unit in World History; 1 unit of health and physical education; and 6 units of electives--to be taken in the several academic areas.

In keeping with the city system of "tracking" for youngsters in instructional settings, School E utilizes four "tracks": Track IA, which is the academically-talented group; Track I, which is composed of fast learning youngsters; Track II, which is made of average to good pupils; and Track III, which represents the slower or "basic" youngsters. School E, though it operates as a comprehensive high school, is predominantly an academics-oriented high school.

program in recent years include World Civilization, and Citizenship in social studies, upper level mathematics, a third semester of biology and chemistry, a fifth year of French, music appreciation, and office practice. Subjects which were once offered at School E but which have recently been discontinued (a city-wide removal) are Solid Geometry, English Literature, Advanced Composition, Fundamentals of Mathematics, and Driver Training (in-car).

With regard to provisions for remedial instruction in the program of School E, according to the principal Track III placement provides instruction on a remedial level. In the same manner, the major provision for enrichment of studies derives from the placement of talented students in Track IA which, according to the principal, differs in content and approach. The city school system provides a summer program of studies, but such program is not available in the local school plant. School E does not offer any advanced placement courses, although one English class is taught using college-level English materials. An interesting program sponsored by the city board of education is an evening "tutorial school." School E serves as one of five city centers for tutorial studies, in which dropouts, suspensions, and forced-outs may take subjects which will allow credit toward high school graduation, or which will provide the student with skills needed for employment. The tutorial school is conducted by regular school personnel who are given extra pay for working with students from 4:00 to 7:00 p.m. Students select the subjects needed and are given a "contract" by the teacher which specifies the kind and amount of work to be completed. Students are allowed to work at their own rate on individual studies with no "nagging" or pressure, and the teacher serves merely as a ready source of help or direction. When the student has completed the work assigned by his "contract," he is tested by the teacher and is awarded credit in the course.

There are at this time no formal cooperative instructional activities in School E, although teachers share ideas and facilities within and between subject areas. The only formalized experimental activity within the school is the newly-offered course, Understanding Music, which is sponsored by the city board of education. Finally, driver training has been discontinued as an in-car subject offering, and is offered as a theory course via educational television. One class is receiving driver instruction at School E by a portable television set, and will receive in-car instruction during the summer.

Some of the strengths of the program at School E were identified by each of the groups of persons interviewed, administrators, guidance personnel, and teachers. All persons interviewed in the school cited the strong extra-curricular program, the loyalty and school pride of the students and community, and the strong school faculty. In addition, the school principal suggested as strong points a strong academic program, student involvement in all school programs, and the student support of school-sponsored projects. The director of guidance cited as strengths of the total program an excellent staff, good facilities, community stability and support, and an adequate socioeconomic level of students. Teachers interviewed in the school had similar observations of school strengths, adding only the strong support of community as reflected in a strong PTA program.

TABLE 103

HIGH SCHOOL E

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
School Annual Staff	All juniors & seniors	20
School Newspaper	All students	52
Girls' Athletic Assn.	All girls	325
Cheerleaders	All girls (elected)	10
Student Council	All students (elected)	140
Spanish Club	All students	20
French Club	All students	35
German Club	All students	30
Jr. Engr. Tech. Society	All students	20
Science Club	All students	40
Creative Writing Club	All students	20
Debating Society	All students	15
Future Nurses	All students	28
Future Teachers	All students	25
Cheerleaders Club (Begin.)	All girls	150
Cheerleaders Club (Adv.)	All girls	56
Modern Dance Club	All girls	118
Ice Skating Club	All students	40
Rifle Club	All students	25
Library Staff	All students	60
Stamps & Bonds Salesmen	All students	60
Special Service Groups	All students	100
Receptionists	All students	50
Junior Red Cross Sewing	All girls	60
Program Committee	All students	15
Projectionist Club	All students	25
Audio Aids	All students	15
Interscholastic Sports		
Baseball	All boys	35
Basketball	All boys	31
Cross-Country	All boys	36
Football	All boys	96
Tennis	All boys	9
Track	All boys	75
Wrestling	All boys	60
Lettermen's Club	All boys	70
Officials Club	All girls	35

TABLE 103 (Contd.)

Title or Kind of Activity[a]	Available to	Number Involved
Hockey Club	All girls	36
Interschool Basketball	All girls	24
Girls'Volleyball	All girls	24
Boys' Bowling	All boys	45
Girls' Bowling	All girls	250
A Cappella Choir	All students	85
Madrigals	All students	20
Barbershoppers	All boys	20
Senior Choir	All seniors	150
Junior Choir	All juniors	150
Glee Club (boys)	All boys	80
Glee Club (girls)	All girls	80
Marching Band	All students	75
Orchestra	All students	75
Junior Choir	All students	45
Junior Band	All students	40
Clef & Quaver	Lettermen of Music	70
Girls' Gymnastics	All girls	45

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
54	2400

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[a] Derived from school yearbook and verified by assistant principal of School E.

Limits on the effectiveness of program, as identified by the school principal, are the high pupil-teacher ratio and the need for more physical facilities. Both the director of guidance and the teachers of School E cited as weaknesses or limitations the shortage of teachers which has created a high teacher-pupil ratio. In addition, the guidance director felt that the school should expand its subject offerings in number and kind. It was suggested that the school might improve upon the program by the addition of instructional and counseling personnel. The teachers felt that two conditions (in addition to the lack of teachers, space, and equipment) restricted program. One detrimental practice was the use of departmental examinations; the other condition was the practice in most curricular matters of making decisions about programs and offerings at the higher central staff level without involving or consulting the practicing teachers or the local schools.

Contained in Table 103 is a list of the extra-curricular offerings of the program at School E. A review of the list provides a view of the large number and variety of activities, as well as the substantial involvement of pupils.

High School F, which serves a pupil population of 1280 youngsters in grades ten through twelve, offers a program of studies with a selection of some 87 separate subjects (Table 104). According to the 1964-65 annual NCA report, School F offers its students 83½ units of credit. A description of the school and its program in the student handbook portrays the school as a "comprehensive high school," offering courses in college preparation, business education, industrial education, home economics, the arts, and general education. However, the principal indicated that 65 to 70 per cent of the students were in the college preparatory course of studies. Pupils are grouped for instruction in School F, using the three groupings set up by city policy--Able Learners, Regular, and Modified (remedial). Recent additions to the program of studies (within the past several years) have been the P.S.S.C physics, the B.S.C.S. biology, and the Chem Study

TABLE 104

HIGH SCHOOL F

Program of Studies[a]
(Grades 10-12)

Language Arts: (9)

English 10
English 11
English Literature 12
Contemporary Lit. 12
Business English 12
Senior Composition
Journalism
Speech
Dramatics

Mathematics: (7)

Algebra I
Geometry
Trigonometry-Analytics
Advanced Math V
Shop Math
Proficiency Math
Senior Review Math

Science: (6)

Biology
Adv. Biology
Chemistry I
Physical Science
Physics
BSCS Biology

Social Studies: (5)

Geography
World History 10
American History 11
Current History
Probs. of Democracy

Foreign Language: (14)

French I
French II
French III
French IV - V[b]

Foreign Language: (Contd.)

German I
German II
German III - IV[b]
Latin I
Latin II
Latin III - IV[b]
Spanish I
Spanish II
Spanish III
Spanish IV - V[b]

Business Education: (11)

Business Arithmetic
Typing I
Typing II
Typing III
Shorthand I
Shorthand II
Bookkeeping I
Office Practice
Sales
Business Law
Notehand

Driver Education: (1)

Driver Training

Music Education: (12)

10th Grade Chorus
Senior Chorus
Boys' Glee Club
Girls' Glee Club
Ensemble
Music Theory
Senior Band
Orchestra
Cadet Band
Dance Band
Choir
Music Appreciation

TABLE 104 (Contd.)

Art Education: (2)

Art (minor)
Art (major)

Home Economics: (6)

Home Economics I
Clothing I
Clothing II
Clothing III
Home Management
Foods I-II

Industrial Arts: (11)

Wood Elective
Wood Shop I
Wood Shop II
Wood Shop III

Industrial Arts: (Contd.)

Metal Elective
Metal Shop I
Metal Shop II
Beginning Drafting
Architec. Drafting
Engineering Drawing
Printing

Physical Education: (3)

Physical Education 10
Physical Education 11
Health

Special Education: (0)

TOTAL OFFERINGS: 87

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[a] As reported by school principal in mailed list of subjects.

[b] Offered as a combined, advanced class.

REQUIREMENTS FOR GRADUATION:

The requirements for graduation from School F, as listed in the 1964-65 NCA Annual Report (for grades 9-12) are: 4 units of English; 2 units of science; $1\frac{1}{2}$ units of mathematics; 3 units of social studies; and 6 units of electives, for a total of $16\frac{1}{2}$ units. In addition, 3 units of health and physical education are required of students, but these do not count toward the total of $16\frac{1}{2}$ units.

In School F, as with other high schools in the city system, pupils are grouped for instruction in three general categories: accelerated or able-learners classes; regular or normal achiever groups; and modified or less than average ability groups. Courses of study offered by the school are college preparatory, commercial-vocational, and general education.

chemistry, which received blanket adoption by the board of education for all high schools in the city.

School F has no formalized program of remedial instruction. Rather, such help is supposed to be built into the "modified" sections or instructional groups. Provisions for enrichment are several. First, School F has devised an "honors" program for all students, including the pupils in regular and modified sections. It is the intent of the program that all students have success opportunities, thus students in all sections may pursue honors work on their own level. As was mentioned previously, several of the national curricula materials have been adopted in the science areas. In mathematics it is possible for advanced students to take algebra in the eighth grade, allowing them to acquire a total of five years of mathematics instruction at the secondary level. A summer school program is available to the students of School F. This program is directed by the city board of education, which offers a city-wide selection of remedial and enrichment activities. Experimental activities within the program at School F include a humanities project in which several teachers from separate areas are team-teaching the class. School F has also established a terminal proficiency course in mathematics for pupils who will soon leave school but who have not experienced adequate mastery of the mathematical skills. This course, plus the planned honors program for all students, is still in the experimental stages and has not been finalized in any sense. There are at present no formalized cooperative instructional activities other than the team teaching project in the humanities project. Informal cooperative efforts do go on within department areas, however, with occasional inter-departmental activities. School F has two classrooms equipped to receive educational television, and one world history class uses televised instruction regularly. Two other classes, in world history and in geography use the televised resources to some extent. Finally, one mathematics and one English class are utilizing the resources of programmed materials as a regular part of classroom instructional experiences.

The principal of School F identified as strengths of the program the provision of an honors program for all students, low and high achievers. In addition, the principal feels that the senior composition course in the English program, as well as the science courses, are doing a good job of preparing students for college. The director of guidance cited as the outstanding strength of School F its college preparatory course of study. This course provides sequential experiences as well as an adequate selection, noted the guidance director. One final strength cited by the guidance director was that of the academic counseling program of the school. The teachers who were questioned about program strengths indicated that the well-rounded program of study, which is strong in all areas, is the key item of pride. An added strength in the larger program, in the eyes of the teachers, is the strong community interest and support of the school.

According to the principal of School F, the greatest limit on the potentiality of the program is that the school must act as a part of a "system" first and as an autonomous school second. Another limitation on the scope and content of program possibilities is the inadequacy of physical facilities. Needs cited by the principal, which must be met in order to better the program, include the need for broadening the offerings and experiences in industrial arts and in homemaking. In this concern there was unanimous agreement by teachers

TABLE 105

HIGH SCHOOL F

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Art Service	Pupils in Art	30
Audio-Visual Club	A-V operators	30
Future Teachers of America	All students	50
Girls' Athletic Association	All girls	40
Hi-Y	All boys	20
Latin Club	All students	10
Outdoors Club	All students	50
Chess Club	All students	6
Dramatics Club	All students	30
International Club	All students	10
Red Cross	All students	20
Track	All boys	40
Y-Teens	All girls	40
B. C. Music Club	All students	50
Math Club	All students	15
Interscholastic Sports	All boys	
Football	All boys	40
Basketball	All boys	30
Cross Country	All boys	30
Wrestling	All boys	25
Track	All boys	80
Baseball	All boys	20
Golf	All boys	8
Tennis	All boys	12
NUMBER OF ACTIVITIES:		SCHOOL ENROLLMENT:
23		1281

[a] List submitted by school principal.

and guidance personnel. The school does not at this time provide a program adequate to the needs and interests of the non-college-bound student. The teachers expressed a concern about the intramural and the extra-curricular programs at School F, which they labeled as "below par." It also seemed to be the consensus of the teachers interviewed that the school should do more in the area of the humanities. And finally, most teachers felt a limitation upon the amount and kinds of instructional activities possible because of the limitation imposed by inadequate physical facilities.

Contained in Table 15 is a list of the extra-curricular activities provided by the school at this time. As may be seen, there are relatively few offerings and the pupil involvement in those listed seems to be limited. This paucity of extra-class activities seems to substantiate the teachers' expression of concern that the extra-curricular program was perhaps "below par."

High School G, with a pupil population of 2930 in grades ten through twelve, offers some 108 separate subject selections for its students (Table 106). The 1964-65 annual NCA report for School G shows that the program of studies offers students 64 units of credit. According to the principal of School G, it is a "comprehensive" high school, serving all interest and ability levels. However, the college-bound academic orientation is illustrated by the annual 60 to 65 per cent of the graduates who enter college. School G is organized as a guidance-centered program in which there are essentially eight schools within a school. Under this organization each of the eight full-time guidance counselors serves as coordinator of a large auditorium - study hall group which is made up of eleven teachers who have approximately 35 pupils each as homeroom advisees. Under this system the guidance person handles all minor administration and all guidance matters, serving as a de facto principal of a school-within-a-school.

TABLE 106

HIGH SCHOOL G

Program of Studies[a]
(Grades 10-12)

Language Arts: (12)

English 3 & 4
English 5 & 6
English 7 & 8
English 3 & 4 (exper.)
English 5 & 6 (exper.)
Great Books English
Adv. Pl. English 7 & 8
Radio Speech 1 & 2
Public Speaking 1 & 2
Dramatics 1 & 2
Journalism 1 & 2
Stagecraft

Mathematics: (7)

Algebra 1 & 2
Algebra 3 & 4
10 Geometry 1 & 2
SMSG Alg. 3 & 4
Senior Math 1 & 2
Refresher Math
11 Geometry 1 & 2

Science: (8)

Gen. Biology 1 & 2
Biology 1 & 2
BSCS Biology 1 & 2
Physical Sci. 1 & 2
Chemistry 1 & 2
Chem Study 1 & 2
Physics 1 & 2
PSSC Physics 1 & 2

Social Studies: (5)

World Geography 1 & 2
American History 1 & 2
Civics[b]
Economics[b]
Contemporary Affairs

Foreign Language: (16)

French 1 & 2
French 3 & 4
French 5 & 6
French 7 & 8

Foreign Language: (Contd.)

Latin 1 & 2
Latin 3 & 4
Latin 5 & 6
Latin 7 & 8
Russian 1 & 2
Russian 3 & 4
Russian 5 & 6
Russian 7 & 8
Spanish 1 & 2
Spanish 3 & 4
Spanish 5 & 6
Spanish 7 & 8

Business Education: (15)

Business Arithmetic 1 & 2
Bookkeeping 1 & 2
Bookkeeping 3 & 4
Typing 1 & 2
Typing 3 & 4
Shorthand 1 & 2
Shorthand & Transcription 3 & 4
Dist. Educ. 1, Marketing[b]
Dist. Educ. 2, Sales[b]
Dist. Educ. Co-op 1 & 2
Business Law[b]
Notehand[b]
Office Practice 1 & 2
Office Machines 1 & 2

Driver Education: (1)

Driver Training

Music Education: (12)

Vocal 1 & 2
Vocal 3 & 4
Vocal 5 & 6
Band A
Band B
Orchestra
Instrumental 1 & 2
Girls' Glee
Choir
Ensemble

TABLE 106 (Contd.)

Music Education: (Contd.)

Madrigal
Band S

Art Education: (7)

Arts Exploration 1 & 2
Drawing & Painting 1-6
Commercial Art 1-6
Crafts 1-4
Ceramics[b]
Jewelry 1-6
Fine Arts Adventure[b]

Home Economics: (7)

Clothing 1 & 2
Clothing 3-6
Foods 1 & 2
Foods 3-4
Family Living[b]
Child Care[b]
Home Planning[b]

Industrial Arts: (9)

Drafting 1 & 2
Drafting 3 & 4
Drafting 5 & 6

Industrial Arts: (Contd.)

Arch. Drafting 1 & 2
Shop Math 1 & 2
Indus. Mechanics 1 & 2
Power Mechanics 1 & 2
Marine Shop 1 & 2
Marine Shop 3 & 4

Physical Education: (5)

Gym/Swimming 1 & 2
Gym/Swimming 3 & 4
Gym/Swimming 5 & 6
Gym/Dance 1 & 2 (girls)
Gym/Dance 3 & 4 (girls)

Special Education: (4)

Orthopedic Class
Special Preparation
Job Upgrading
Speech Correction

TOTAL OFFERINGS: 108

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[a] As gleaned from mimeographed course guide.

[b] One-semester only.

REQUIREMENTS FOR GRADUATION:

According to a mimeographed listing of course offerings, School G has the following minimum requirements: 4 years of English; 1 year of World History; 1 year of American History; 1 semester of Civics; 1 semester of Economics; 1 year of science in grades 10-12; 1 year of mathematics; and 2 years of physical education. In addition, the student must have at least three units of electives, which accounts for a total of twelve units credit. Adding to the requirement is the stipulation that students must complete at least four units in one field of study, three units in a second field, and two units in a third field. School G lists as a minimum total hours of credit 160 hours (equivalent of 16 units).

In addition to the several groups of advanced placement students, School G utilizes three groupings for instruction: Honors, Regular, and Remedial sections.

The teachers work with the guidance person in both instructional and minor counseling roles, and the whole team--pupils, guidance counselor, and teachers--remain together for six full semesters. In addition to this administrative organization, each of five academic areas has a center with all essential instructional equipment, materials, supplies, offices, and conferences rooms, from which all teachers in the area (English, social studies, mathematics, science, physical education) operate. These centers which numbered nine until space shortage eliminated four provide more opportunity for closer teacher-teacher and teacher-pupil working relationships.

Additions to the curriculum at School G have been largely the result of an emphasis upon enrichment in the "honors" program. Some of the recent subject additions include a social studies seminar for advanced students, advanced placement English, English centered around the Great Books program, fine arts, home planning, home and family living, marine mechanics, and blueprinting. There has been no discontinuance of subjects at School G.

In other than the special sections (one each of remedial, special prep, and orthopedic students)in School G, there is little provision for remedial instruction. The school does serve as one of ten city centers for a "job upgrading" program, in which pupils who have not completed high school, who are out of work, and who need the basic skills in order to compete for job placement may receive both practical and academic training. Enrichment activities and programs at School G are much more available. For example, in the areas of mathematics and science the materials and content of the national curricula such as S.M.S.G., B.S.C.S., P.S.S.C., and Chem Study are available to students enrolled in the advanced science programs. In addition, an experimental physical science class is being tested as a possible enrichment science course for students not in advanced groups. Advanced placement English is available to qualified students, the first of a planned list of advanced placement courses to be offered by the school. There is a complete "honors program" in which students who are qualified may take advanced sections in the academic areas. In addition to the opportunities described, the foreign language areas have access to a modern language laboratory with all taped materials for advanced training in the area. The physical facilities in many areas are conducive to enriched program activities. For example, in the science area there is available a conservatory with all botanical facilities. In the shop areas there are three full-equipped laboratories with facilities for metals and wood work; for machine, engine, and transmission work; and for marine mechanics training. The driver training facilities at School G are used to serve pupils from three high schools. In the driver education complex are two classrooms with simulated trainers, offices for the instructors, a cemented track with islands and lanes, and eleven new automobiles. Ten classrooms in the regular school building are equipped to receive television. At this time one English class is making regular use of televised instruction. School G is one center for the board of education operated summer school program. In the program about half the offerings are of a remedial nature; the other half provide enrichment opportunities for interested youth. The school serves as a night school during the academic year for adults and early school leavers. In addition, the plant is often the center for many community-sponsored programs, some of which provide enrichment activities for the students.

Several experimental activities are going on within the larger program at School G. Most however, are either on an informal or individual classroom basis, or are experiments only in that new curricula are being offered (e.g., Chem Study chemistry). An experimental idea in the area of English has been to require of each student participation in at least three "cultural experiences," with the intent of building the cultural background of students. The addition of new subject offerings in the industrial arts and homemaking areas are still experimental in that the courses are being evaluated and revised in light of early experiences and pupil reactions. There is at this time no formalized cooperative instruction such as team teaching. However, the location of the five subject areas in "academic centers" has resulted in the sharing of ideas and materials, as well as instructional efforts.

In response to the request that they identify strengths and outstanding features of the program at School G, all persons replying--the principal, the guidance personnel, and the teachers--strongly endorsed the guidance-centered form of school organization. All respondents also cited as a strength the variety of subject offerings by the school. The principal pointed to the opportunities that all youngsters have for the selection of program in School G, plus the broad extra-curricular program with offerings to fit the interests of all youngsters. Identified as outstanding aspects of program by the guidance personnel were such items as ability grouping for instruction; an enrichment program for the "honors group" of students; and the provision of a curriculum for the non-college-bound students. Over and above the items already cited as strengths, the teachers pointed to the excellent physical facilities and to the strong staff working relationships.

Limitations and weaknesses in the program were less apparent, as evidenced by interviewee response. The principal of School G cited as limiting factors on program potential, the limits of time, money, space, and available staff. Also mentioned by the principal as inhibiting factors in program betterment, were teacher turnover and new personnel, plus the professional conservatism of many of the stable staff members. The guidance personnel, who in School G work with teachers more closely than usual because of the school organization, also cited the turnover in teachers as a limiting factor in building of programs. An inhibiting factor also mentioned was the city policy of assignment of teachers to schools by the central personnel office--a policy which often results in personality clashes and in professional mis-assignments. A final concern by the guidance personnel was the general lack of time for proper in-service training, a program which is especially important in the form of school organization and operation such as School G maintains. Mentioned by the teachers as weaknesses or limits in the program were two concerns. First, the teachers felt that the present program of studies was missing the real needs of the lower-ability pupils and was also not meeting the needs of the gifted students--that the program is too middle-class oriented.

TABLE 107

HIGH SCHOOL G

Extra-Curricular Activities

Title or Kind of Activity[a]	Available to	Number Involved
Alumni Club	All alumni	2000
Art Club	All students	20
Biology Club	All students	--
Chess Club	All students	18
Cheer Leaders	All girls (elected)	8
Dance Club	All girls	20
Drafting Club	All boys	15
French Club	All students	50
Future Homemakers	All girls with H.Ec. credit	--
Future Nurses	All girls	35
Future Office Workers	All students	35
Future Retailers	All co-op students	44
Future Teachers	All students	30
Cadet Teachers	All students	15
Girls' Letter (service)	All girls	35
H.S. Red Cross Council	All pupils (elected reprs.)	35
House Council 107	All 107 pupils	68
House Council 113	All 113 pupils	11
Human Relations Group	All students	35
I.M.S.S.C. (sportsmanship)	All students	75
Junior Achievement	All students	50
Junior Round Table	All students	37
Key Club	All boys	6
Latin Club	All students	104
Library Club	All students	17
Majorettes	All girls	14
National Honor Society	All students (selected)	108
Pep Club	All students	150
Photography Club	All students	15
Political Science Seminar	All students	10
Russian Club	All students	35
Spanish Club	All students	--
Speech Arts Club	All students	75
Student Council	All students (elected)	44
Tomorrow's Secretaries	All girls	38
Varsity F (boys' service)	All boys	45
School Newspaper	All journalism students	60
School Yearbook	All 5j Eng. & journalism	80
Audio-Visual Club	All boys	25

TABLE 107 (Contd.)

Title or Kind of Activity[a]	Available to	Number Involved
Office Aides	All girls	60
Sportsmanship Council	All students	30
Broadcasting Guild	All students	25
United Community Services	All students	60
Interscholastic Athletics	All boys	
Baseball	All boys	--[b]
Basketball	All boys	--
Football	All boys	--
Cross-Country	All boys	--
Golf	All boys	--
Tennis	All boys	--
Track	All boys	--
Swimming	All boys	--
Girls' Sports	All girls	
Field Hockey	All girls	--
Golf	All girls	--
Swimming	All girls	--
Tennis	All girls	--
Basketball	All girls	--

NUMBER OF ACTIVITIES:	SCHOOL ENROLLMENT:
56	2930

[a] As obtained from Student Handbook. [b] Not obtainable.

Second, the teachers expressed a common concern, noting that the class size was too large to achieve effective personal contacts.

Listed on the two pages of Table 107 are the extra-curricular offerings of School G. The reader will note the large number of selections, the variety of offerings, and the substantial number of participants.

TABLE 108

School Programs: Privileged
Area Senior High Schools

School	Total Offerings	Academic Offerings[a]	Non-Acad. Offerings[b]	Adv.Plcmt. Offerings	Extra-Curricular Activities
School A	113	49	64	0	58
School B	101	55	46	11	32
School C	100	50	50	5	52
School D	114	51	63	2	50
School E	96	52	44	0	54
School F	87	41	46	0	21
School G	108	48	60	1	56
MEAN	103	50	53	3	46

[a] Subjects in Language Arts, Mathematics, Science, Social Studies, Foreign Languages, and Special Education (academics).

[b] Subjects in areas of Business Education, Driver Education, Music Education, Art Education, Home Economics, Industrial Arts, Physical Education, Vocational Education, and Special Education (skills).

A summary of the instructional programs found in the privileged area senior high schools visited shows that the average program includes over 100 subject offerings, nearly half of which are strictly academic subjects. An indication of the academic emphasis in the privileged area school is seen in the advanced placement offerings which are listed for the majority of the schools visited.(One other school will begin the program before the current year is ended; another is ready to offer AP subjects but the local universities are not ready to participate.) A closer look at the instructional programs of these schools reveals a comprehensive list of academic subjects. In addition, most schools have made provision for continued study in each area by providing full upward extension of courses (e.g., 4 years of a foreign language). Each of the schools visited made use of the new curricular materials in the areas of mathematics and science, and some were participating in experimental programs in English, reading, and social studies. In general, the privileged area schools have little in the way of formalized programs of remedial instruction. Rather, the only provision for special help to low-achievers generally has been in the offering of lower-ability groups.

The privileged area schools are involved in a few local or city-wide experimental programs. Visits to the schools revealed some use of new materials and/or instructional techniques. Several of the schools have experimented (on a limited basis) with team teaching, with the use of televised instruction (limited), with programmed instruction (very limited). Regular use has been made of language laboratories and the new curricular materials in mathematics and science (S.M.S.G., P.S.S.C., B.S.C.S., Chem Study, etc.). Enrichment activities for the students are generally provided in the form of club activities in the subject areas (e.g., Math Club) or in elective advanced courses and summer school offerings.

School administrators, guidance personnel, and teachers in the privileged area schools were consistent in identifying as the strongest aspect of the school program the academic offerings which were provided in number and in depth. Also mentioned regularly as strengths in the program of the school were the strong extra-curricular programs.

The only weaknesses or limitations in program which were regularly mentioned by school personnel were the lack of remedial instruction for the slower pupils and the shortage of subject offerings in the "practical" areas for the non-college-bound students.

A look at the number of extra-curricular offerings for the seven privileged area schools (Table 108) shows that an average of 46 separate activities are offered for the students. This figure represents an average of 16 more activities per school than were offered by the depressed area schools visited. In general, little mention was made of an intent to increase the number of extra-curricular offerings in the privileged area schools.

Organization and Services

The fourth of the five dimensions of instructional programs to be considered in this study, and one which is closely tied to curricular and extra-curricular offerings, is that of the organization, functions, and the services which underlie the whole program. In the following section of this report are contained a listing as well as needed descriptions of the organization and activities which have impact on the school program. Included in the list are such aspects of organization and services as number and length of instructional periods, homeroom and activity periods, length of school day and school year, grouping and departmentalization, regular services and functions, auxiliary and special services, and any activities which have bearing on the larger program. To provide for understanding and continuity, a summary statement has been included in the description of each school program.

Depressed Area Senior High Schools

Senior High School A operates on a schedule of seven regular class periods daily, with each period containing 55 minutes. Prior to the first period's classes there is a 15-minute homeroom period in which attendance-taking, school announcements, and group guidance activities are offered to the students. The number of hours of instructional time available to students in School A, excluding one period for lunch and time for passing, is 5 hours and 45 minutes. The number of days in which classes will be in session in the school is 183 days.

Instructional areas in School A are organized by departments; the department head in each area is given released time for departmental coordination if the area has 25 or more classes. Students are not generally grouped for instruction, except for a few students in a retarded group who receive special instruction in the academic subjects.

Services available to students in High School A include those of a bookstore, guidance office, health center, central library, remedial reading center, and the assistance of a welfare counselor. In addition to the half-time services of a school nurse, the help of special correctional and psychological personnel is available to the school from the central office on a referral basis. The library, which is operated by a full-time librarian and a fourth-time adult clerk, has some 15,514 books, has seating capacity for 150 students at any one time (8.2 per cent of student body), and spent $2.61 per pupil for materials last year. The guidance office has the equivalent of four counselors available to students to provide such services as individual and group guidance, vocational information and job placement, job follow-up activities, orientation and programming of new students, and testing and test interpretation. Tests administered regularly to students in the school include the Differential Aptitude Test, the Henmon-Nelson Intelligence Test, the Lorge-Thorndike Intelligence Test, and the Iowa Test of Basic Skills. The school administers such college aptitude tests to juniors and seniors as the College Boards examination and the American College Test. A reading center, with qualified reading teachers, is available to students needing help in the skill. Also, class sections are provided for the educationally retarded students who have been identified as "special" students, in which teaching of academic subjects is modified from the regular content. A full-time welfare counselor is employed by the school to work with students from homes with needs in the physical and/or psychological domain. Finally, the school has a close working relationship with, and the aid of, a local neighborhood association. It has been with the help of this agency that the school has been able to build some pride in community and school among the students, and which has fostered closer school-home relationships.

Activities available to students under the auspices of the school include regular study halls (several separate rooms with seating for 175 students each), local and national student assemblies, a noon movie program, and a school-industry cooperative training program in which it has been made possible for students to receive both part-time work and training while attending school.

Senior High School B offers nine periods of instruction daily, with periods consisting of 40 minutes each. In addition to the regular periods there is a 15-minute homeroom period provided at the beginning of each day to provide for attendance-taking, for school announcements, and for group guidance activities. The number of hours of instructional time available to youngsters, excluding passing time and a period for lunch, is 5 hours and 35 minutes. The school year at School B consists of 175½ days of classroom activities.

School B is departmentalized, with many instructional activities deriving from intra-departmental and inter-departmental organization. Students are grouped "homogeneously" for instruction in the areas of English, history, and business subjects, with placement in groups being determined by standardized test scores, pupil grades, and teachers' recommendations.

Guidance services provided to the students by three counselors include orientation and pre-registration of new students, individual and group guidance, attendance activities and minor discipline problems, and testing and test-interpretation for students. Tests regularly administered to students in School B include the Kuder Preference Test for ninth graders, the California Test of Mental Maturity and the Cooperative English Expression test for tenth graders, and the School and College Ability Test for all eleventh graders, with the Madden-Peak test for a few students. Among the tests which students take voluntarily in School B are the College Boards examination which "very few" take, according to the director of guidance. Other tests given to students who are eligible and interested are the American College

Test, the National Merit Scholarship examination, and the Preliminary Scholastic Aptitude Test (PSAT).

Special services such as health, psychological, and correctional services are available to students in School B on a part-time or referral basis. No remedial programs of instruction are presently operative in School B except for informal remedial activities in reading conducted by several English teachers. The facilities and services of the library in School B include a full-time librarian, seating capacity for 65 students at a time (6 per cent of the student body), some 6,942 volumes of books, and nine periods of operation each day. Last year about $1.44 per pupil was spent for library resources. Study halls operate continuously through the day, with an 80-seat study hall adjacent to the library, and with the cafeteria utilized for seven periods of the day.

A source of outside support for School B is the local parent-teacher association which has provided the core for some rudimentary community-sponsored after-school pupil activities.

High School C operates a schedule of nine class periods per day, with each session lasting 40 minutes. Prior to the first class period of each day a 15-minute homeroom period is given over to attendance-taking and to announcements and group guidance activities. Excluding a period for lunch and time for passing, the school day offers students 5 hours and 35 minutes of instructional time. The school year consists of 177 days in which classes are in session.

School C has followed a plan of departmentalization, and department chairmen are expected to assume both supervisory and administrative duties (outlined in a teachers' handbook) in providing "improvement of instruction." In following a long-established city policy, students are grouped for purposes of instruction. However, because of homogeneity of student population served, the range of pupil abilities is not large and grouping does not seem to be a significant factor in the instructional program.

The guidance program in School C, which is conducted by four full-time counselors, provides such services as orientation and programming of new students, individual and group guidance, counseling of underachievers and potential dropouts, vocational guidance, job placement, and testing and test interpretation. Tests administered to students in the school include the California Test of Mental Maturity for all first semester tenth graders, and the Ohio State Psychological Examination for all first semester twelfth graders. Tests administered to students on an optional basis include the ACT, the PSAT, the NED, the College Boards, the National Merit Scholarship Exam, and a state scholarship test. Other services which are available to students in School C include part-time and consultative services such as those provided by a school nurse, a doctor, a psychologist, and a speech and hearing correctionist. The only remedial services available to students are remedial or modified activities available to some 60 students identified as lowest by standardized test scores, who receive special work in reading, English, and biology.

The library facilities in School C include the services of a full-time librarian and two adult clerks, some 12,412 books, seating for 126 students (5 per cent of the student body), and the expenditure of $1.37 per pupil for library resources last year. In addition to the library, study hall facilities are provided for students during each period of the day. During the lunch periods, for example, students are free to participate in such activities as study, library work, noon movies, or a student dance. Occasional assembly programs also provide extra educational and cultural enrichment.

School C does have a parent-teacher organization which represents the chief contact between school and community. The school is working to build closer school-community cooperation by providing more pupil and adult services and activities, and the PTA represents the chief avenue at this time.

High School D offers six periods of instruction per day, with each period lasting 55 minutes. In addition to a 10-minute homeroom period at the beginning of each school day, the fourth period is extended by 30 minutes to allow for lunch and for a regular period. Therefore, a normal day of instruction includes 5 hours and 40 minutes of activities. During the regular school year School D is in session 188 days.

School D has departments representing academic and non-academic areas of instruction. In accord with city policy, students are grouped according to abilities as indicated by test scores and past performance. Groupings include accelerated students, general level, basic level, and mentally retarded pupils.

Two counselors provide the guidance services for all pupils in the school, with one counselor for boys and one for girls. Activities which seem to take most of the attention of the counselors include the enrolling and withdrawal of pupils, schedule changes, educational guidance, minor discipline activities, individual and group guidance, and vocational guidance services. Testing is conducted by the central staff of the city schools, with all students receiving the School and College Ability Test in the tenth grade, and with those interested in higher education receiving the College Boards examination, the ACT, the PSAT, and the National Merit Scholarship examination.

Special services such as health, psychological, and correctional help are available to students on a part-time and referral basis from the central school office. Remedial services within the school include four sections of remedial reading with a qualified teacher, special classes for mentally retarded youngsters, and a cooperative work-study program for the mentally retarded students who are capable of work (trainable). Library facilities in the school include the services of a full-time librarian and a half-time clerk, 13,708 books, 100 seats for students (7.6 per cent of the student body), and $2.08 per pupil expenditure last year for library resources.

School D has a parent-teacher organization, but the attendance has been less than adequate for strong school support.

High School E offers nine periods of instruction with 42 minutes in each period. In addition to the nine periods, a homeroom period of 15 minutes is provided at the beginning of the school day. Instructional time available to students, exclusive of one period for lunch and passing times, is 5 hours and 51 minutes. The school year consists of 182 days in which classes are in session.

School E is departmentalized in both academic and non-academic areas, in addition to having terminal education and vocational education areas. Students are grouped in the academic areas and are placed in one of three "tracks," Track I, Track II, or Track III, according to performance scores on standardized arithmetic and reading tests.

In the area of guidance, seven counselors provide many services to students of School E. Among the activities in this program are those of orientation, registration, and programming of new students; transfer of departing students; publication of a free monthly guidance bulletin; educational and vocational guidance; sponsoring career days; job placement; follow-up services; and the administration and interpretation of standardized test scores. Tests administered to all students in School E include the Differential Aptitude Test of Mental Maturity. Optional tests for students interested in higher education are the College Boards, the ACT, the National Merit Scholarship, and the PSAT examinations.

Special services available to students and their families are those of a school nurse and doctor who are in the school on a part-time basis, and the help of a psychologist, correctionists, and other special personnel on a referral basis. The school has a full-time welfare worker who works with students and their homes to alleviate personal and educational problems. In addition, a "combat team" of three persons (the welfare worker, an administrator, and a counselor) is working with special cases to combat dropouts, absenteeism, and juvenile delinquency. In addition to the regular academic and vocational programs, School E has a terminal education program for less able students who cannot finish high school. In addition, the school houses a program for the re-training of adults and early school leavers, which is sponsored under the Manpower Development Training Act.

Library facilities and services available to students in School E include the services of two librarians, some 10,000 volumes of books, seats for 96 students (4 per cent of student body), and recent expenditure of $1.13 per pupil for library resources. School E does provide study halls for students which are separate from the library facilities.

Senior High School F offers ten periods of classroom instruction, with periods of 40 minutes' duration. In addition, a 5-minute homeroom period is included for attendance, announcements, and group guidance concerns. The amount of instructional time available to students, excluding a period for lunch, is 6 hours and 5 minutes. The school year at School F consists of 186 days of classroom sessions.

The various teaching areas in School F are organized by departments. Students are grouped, in accordance with city policy, according to ability measured by test scores on intelligence and achievement tests, and by teachers' recommendations. Groupings used include an accelerated level, a regular level, a modified level, and a special education group.

The counseling services provided by School F are conducted by three school guidance persons. Activities normally performed by the guidance personnel include orientation and scheduling, individual and group counseling, testing and test interpretation, and working with pupils and parents in the placement of pupils in a proper group. Tests administered by the counseling staff for the city system include the California Language Examination, the Henmon-Nelson Intelligence Test, and the Ohio State Psychological Examination. Optional tests which are given to those interested in higher education include the College Boards, the ACT, the PSAT, and the National Merit Scholarship Examination.

Special services available to the students are chiefly those sent out from the central school offices on a part-time or requested basis. Falling into this category would be health, psychological, and corrective help. School F does have a special education section for retarded pupils, in which the pupils are segregated for instruction in the academic areas but are integrated in the non-academic activities.

Library facilities available to the student body include the services of a full-time librarian, some 5611 books, seating for 80 pupils (8.4 per cent of student body), and a per-pupil expenditure of $2.98 for library materials. Special study halls are available to students during every period of the school day.

Two sources of outside support to the program are available to School F. One is an active parent-teacher organization. The second source of interest has been that which has come from the general community as a result of school-sponsored "Wednesday coffee hours" in which different parents and community members have been brought in to visit and to talk about the school.

Senior High School G provides a total of 11 periods of classroom instruction, each period lasting 40 minutes. Two of the periods, the second and the ninth, are ten minutes longer to allow for any school related and homeroom activities. In addition, the ninth period is intended to serve as an activity period for clubs and organizations. Because of the extended day, students have available to them, excluding a period for lunch, 7 hours of instructional activities. The school year at School G consists of 186½ days of classroom activities.

School G has departmentalized its various academic and non-academic areas, and a department head with released time is assigned to coordinate the instruction in each area. Students are grouped for the purpose of instruction at School G, with three general groups, X, Y, Z or low, average, high, being employed. Students are categorized on the basis of future plans, test scores, I.Q., past grades, and teacher recommendation. The practice of grouping is a local policy with School G and is not required by the larger city system.

The guidance services provided by School G are conducted by a staff of eight full-time counselors and a guidance director. Activities normally conducted by the staff include attendance-taking, program-making, orientation and scheduling, educational and vocational guidance, occupational information and college-selection help, career day activities, follow-up on college entrants, and testing and test interpretation. Tests regularly administered at School G to all students include the School and College Ability Test and the Sequential Test of Educational Progress, both of which are given to all first semester sophomores and first semester seniors. Also, the Science Research Associates Test is administered to all second semester juniors. Optional tests given to students with college interests are the College Boards examination, the ACT, the PSAT, and the National Merit Scholarship Examination.

Special services available to students in School G include the activities of a visiting teacher (one-third time) who works with pupils and the home in attempting to alleviate physical, psychological, and economic needs. Also available on a one-fourth time basis is a speech correctionist. A health clinic is open on a part-time basis with the services of a half-time school nurse and a visiting doctor. Other special personnel are available from the central office on a referral basis. Within School G there are some special remedial programs with trained instructional personnel to work with needy youngsters. Three classes of remedial reading are provided. In addition, remedial tutoring in mathematics and English is available to students during the ninth period and after school. School G operates special prep sections for pupils who are mentally retarded. And finally, several experimental programs designed to help youngsters develop educational competencies are in operation in the subject areas of reading, English, and mathematics.

The library facilities available to students at School G include the services of two librarians, 12,057 volumes of books, seating for 278 students (9.7 per cent of student body), and a per-pupil expenditure of $1.48 for library materials last year. Separate study halls are available to the students during all periods of the day, and nearly all students are scheduled to have one or more study periods.

Finally, School G has received some support from its parent-faculty school association. Attendance has been minimal, however, with but 40-50 average attendance. School G has received some publicity, having been featured in articles in two national magazines. This publicity has been a "shot in the arm" and the school seems to be reaping more pupil and community support as a result.

TABLE 109

Organization and Services: Depressed Area Senior High Schools

Organization and Services	Schools						
	A	B	C	D	E	F	G
Number of Periods	7	9	9	6	9	10	11
Length of Periods	55 min.	40	40	55	42	40	40
Homeroom Period	15 min.	15	15	10	15	5	20
Activity Period?	No	No	No	No	No	No	Yes
Length of Day	5h.45m.[a]	5-35[a]	5-35[a]	5-40[a]	5-51[a]	6-5[a]	7-0[a]
School Days Per Year	183	179	177	188	182	186	186½
Grouping of Pupils	Yes[b]	Yes	Yes	Yes	Yes	Yes	Yes
Study Halls?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Central Library	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Librarian(s)	1	1	1	1	2	1	2
Clerk(s)	¼	-	2	½	-	-	-
Number of Books	15,514	6,942	12,412	13,708	10,000	5,611	12,057
Seating Capacity (per cent)	8.2	6.0	5.0	7.6	4.0	8.4	9.7
Expense/pupil	$2.61	$1.44	$1.37	$2.08	$1.13	$2.98	$1.48
PTA Organization?	No	Yes	Yes	Yes	No	Yes	Yes

[a] Excluding a period for lunch, and passing periods.

[b] In English only.

A review of the organization and services of the depressed area senior high schools visited reveals both diversity and similarity. Similarities in the organization were found in services provided students. For example, all schools offered study halls and central library facilities. The majority of schools had a parent-teacher organization or an equivalent community-support group. In the matter of organizational structure, all seven schools operated on the basis of fixed periods. All had a homeroom period in which attendance matters and group guidance activities were handled. Finally, all schools except one followed the practice of grouping pupils for instruction.

The differences to be found in school organization and services were mostly in the numbers--numbers of periods, length of periods, number of days in a school year, and in numbers of library facilities provided.

Privileged Area Senior High Schools

Senior High School A offers an instructional program of seven 55-minute class periods, with one homeroom period of 15 minutes. The length of the instructional day, excluding a period for lunch and time for passing to classes, is 5 hours and 45 minutes. The regular school year consists of 183 days of classroom activities.

Instructional areas in School A have been departmentalized, and teachers and department heads work as areas in the recommendation of textbooks and instructional materials, in the determination and improvement of content, and in the construction of lists of spelling words pertinent to the particular area. Students are grouped "homogeneously" for purposes of instruction, with four groups present in the program. In addition to the school's "A" (high achievers), "regular," and "remedial" groups, a number of students are in the "Superior Ability" class sections. Those pupils in the latter category have been identified as high achievers by an intensive program of testing and interview conducted by the central city schools' testing office. Students in the three groups employed by the school have been placed there on the basis of standardized test scores, past performance, and teacher recommendation.

The counseling services available to students in School A are conducted by six counselors and a director. Activities carried on by these persons include individual and group guidance, educational and vocational counseling, job placement, orientation and programming of new students, securing scholarship information and career day program, testing and test interpretation for students. Tests regularly administered to high school pupils include the SCAT and STEP tests for all tenth graders, and the Henmon-Nelson Intelligence test for juniors. In addition, for those students interested in college entrance, the ACT, the PSAT, the College Boards, and the National Merit Scholarship examinations are administered annually.

Special services and facilities are available for five classes of hearing-handicapped students, for four classes of "trainable" pupils, and for two sections of mentally retarded youngsters. The school also has provided for a work experience activity for mentally retarded pupils on a half-time basis, working with the Goodwill

Industries. School A has a school psychologist and a doctor on a part-time basis, a full-time nurse and a welfare counselor, and a psychiatrist and a speech correctionist who are available on call.

Library facilities in School A include the services of a full-time librarian and an adult clerk, some 16,816 volumes of books, seating space for 132 students (7.8 per cent of student body), and an expenditure of $7.53 per pupil for library resources as computed for this year's pupil enrollment. Study hall facilities are available to all students during every period as are the library resources. School A conducts an active auditorium program to provide for cultural and social enrichment. Also, the heavy intramural program, which is utilized by 700 boys and 700 girls weekly, as well as 300 to 350 on Saturdays, is intended to provide extra experiential development.

School A does not have a parent-teacher organization but seems to feel at this time that there is no need for one. According to the school principal, the school receives strong community support which in conjunction with an "open door policy" has proven sufficient to the conduct of all school functions.

Senior High School B offers nine periods of instruction during the regular school day, with each period lasting 40 minutes. A home-room period of 15 minutes, prior to the first period, is given over to the various opening school exercises and announcements. Instructional time available to pupils, excluding a period for lunch and passing time, is 5 hours and 35 minutes. The school year for School B consists of 179 days of classroom activities.

Departmentalization is a key part of the organization in School B, and department heads work closely with their areas to provide for instructional effectiveness. Students are grouped in School B in an attempt to match student ability and interest with the level of content presented. Each student is involved in his final placement in groups, following a conference with a school counselor and consultation with his parents. Determination of group placement (in an "Honors," A, B, or C group) is made on the basis of standardized test scores, of past performance, of teacher recommendation, and of pupil aspirations and interests. School B has a broad program of Advanced Placement offerings, and many students who might be in the "honors" group take the AP offerings in some of the academic areas.

Guidance services available to students of School B are carried on by three full-time counselors and by three teachers who serve as part-time assistants. Activities conducted include orientation and registration of new students, scheduling, selection of students for remedial help in reading, conduct of career day and pre-college guidance, handling of minor discipline problems, and testing and test interpretation. Tests regularly administered to students include the Kuder Preference Test, the Iowa Silent Reading Test, and the California Test of Mental Maturity. Optional tests given to students interested in higher education include the College Boards examination, the PSAT, the ACT, and the National Merit Scholarship examination.

Special services such as health, psychological, and correctional help are available to students on a part-time or referral basis from the central school offices. Sections providing remedial help in reading are available to students in the regular program. In like manner, there are honors courses and advanced placement sections for advanced students.

Library facilities include the services of a full-time librarian as well as part-time teacher help with an equivalency of one and two-ninths persons. School B has 10,800 books in the library, 137 seats for students (12.2 per cent of student body), and an expenditure of $1.06 per pupil for library resources. Study halls are available to students during every period of the day.

School B has a parent-teacher organization described by the school principal as "exceptional." A local "open door" policy, in which parents and community are encouraged to visit and to support the school, has apparently fostered a close community-school identity.

Senior High School C offers nine periods of classroom instruction each day, with each period having a duration of 40 minutes. A 12-minute homeroom period precedes the first period each day. Instructional time available to each student, exclusive of passing time and a period for lunch, is 5 hours and 42 minutes. The school year last year consisted of 177 days of classroom activities.

Departmentalization in School C is a long-time practice, and each area has a department head who calls regular meetings for area concerns which are over and above regular general faculty interests. Grouping of students for instruction is a local practice which is in keeping with city tradition. Students are grouped for instruction in School C, with placement deriving from standardized test scores, past performance, and teacher recommendations. Groupings include Advanced

Placement, academically talented, regular, and skills (below average).

Guidance services in School C are conducted by five persons, one of whom serves as a one-third time attendance officer. Activities carried on by the staff include orientation and pre-registration of new pupils, individual and group guidance, scheduling, vocational and educational counseling, job placement, follow-up on graduates, and testing and test interpretation. Tests administered to all students include the P.L.R. battery which is administered to all first-semester tenth graders; the Lee-Clark Mathematics Test for all second-semester tenth graders; the City-Wide English Test, given to all first-semester juniors; and the Ohio State Psychological Examination which is given to all first-semester twelfth graders. For those students interested in higher education, the College Boards examination, the ACT, the PSAT, and the National Merit Scholarship examinations are administered during each school year.

Services such as health, psychological, and correctional care are available to students on a part-time or referral basis. A school nurse is available locally during part of each day. School C has no regular remedial reading facilities or instructional personnel. However, remedial help is available to students in the areas of biology and English, in special sections. Tutorial help is available to students in each area of study if requested by students or parents. This help comes from teachers who work with pupils during regular planning periods.

Library facilities which are available to the student body include the full-time services of two librarians and two adult clerks, some 16,750 books, seating for 124 students (5.2 per cent of student body), and an expenditure of $1.65 per pupil for library materials. Study halls, which are conducted by the students under an honor system, are available to students during every period of the day.

School C has an active parent-teacher organization, with a membership of over 1000 persons. In addition to the support of this group, the school is the recipient of very strong community interest and support in all curricular and extra-curricular activities.

Senior High School D offers six 55-minute periods of instruction during each regular school day. In addition, an 8-minute homeroom period precedes the first period's activities. Total instructional time for the program, excluding time for passing and the added 30-minute lunch time during fourth period, is 5 hours and 38 minutes. The school year consists of 188 days of instruction.

School D is departmentalized, with department heads serving as instructional coordinators in each subject area. Grouping of students is done on the basis of standardized test scores, past performance, and teacher recommendation. School D utilizes the three groups suggested by the central office--academic, general, and basic skills--and has added one of its own, called "academically talented." In addition, advanced placement sections are available in four academic areas.

Guidance services are conducted within the school by four counselors. Activities carried on by these persons include orientation and pre-registration of new pupils, scheduling of students, individual and group counseling, college and vocational counseling, agency-school contacts, follow-up on graduates, and test administration and interpretation. Tests administered by the central office are the School and College Ability Test which is given to all tenth graders; the PSAT, the College Boards, the ACT, and the National Merit Scholarship examination.

Special services such as health, psychological, and correctional services are available to students of School D on a part-time, referral basis. No remedial services are available to students other than the instruction and help given by teachers in basic sections. In fact, this was a need cited by administrators, counselors, and teachers.

Library facilities in School D include the services of a full-time librarian, a stock of 14,795 books, seating for 200 students (10 per cent of student body), and $2.09 expenditure per pupil for library materials. Study halls are available for pupils during all periods of the day.

A parent-faculty association with a membership of over 1500 is a strong supporter of School D's curricular and extra-curricular programs. This group sponsors an annual school carnival and talent show, fun night sessions for pupils, a get-acquainted program for new pupils, scholarships for graduating seniors, and a quarterly news bulletin for community information.

Senior High School E offers an instructional program with eight periods of classroom offerings (5 regular periods of 43 minutes each, 3 lunch time periods of 40 minutes each), with a 15-minute homeroom period, and with a 40-minute activity period prior to the homeroom session. The length of an instructional day for students, excluding time for passing and a lunch period is 5 hours and 50 minutes.

The school year at School E consists of 182 days of classroom activities.

School E has divided its areas of instruction into departments, with a department head allotted time to coordinate instructional activities within his area. Students are grouped for instruction in School E, and are assigned to one of four "tracks" defined by city policy. All schools in the city have Tracks I (enrichment), II (general), and III (remedial). School E is one of three city schools which offers Track IA (superior ability) program of studies. Assignment to one of the tracks is based upon such factors as scores attained on the battery of standardized tests given to seventh, eighth, and ninth graders; on pupils' past performance, and upon teacher recommendations. In addition to academic tracking, students are grouped for physical education, with physical ability being the criteria for placement in groups.

The services of the guidance area are provided to pupils by five counselors, a director of guidance, and a guidance secretary. Activities conducted by the office include orientation and pre-registration of new pupils; programming of students; individual and group counseling; educational and vocational counseling; college, scholarship, and loan information; college day and career day activities; follow-up of graduates; and testing and test interpretation. Tests regularly administered to all pupils include the Differential Aptitude Test, the Iowa Test of Basic Skills, the Iowa Test of Educational Development, the Lorge-Thorndike Intelligence Test, the Ohio State Psychological Examination, and the California Test of Mental Maturity. For students interested in college entrance, School E administers on an optional basis the PSAT, the College Boards examination, and the National Merit Scholarship examination.

Special services available to students include health care as provided by a part-time school doctor and school nurse. A social worker works with the school one day per week. Other services such as psychological, correctional, and supervisory help are available to the school on a referral basis.

Library facilities which are available to students in School E include the services of two librarians, some 10,756 books, seating for 140 pupils (5.8 per cent of student body), and $1.24 per pupil expenditure for library resources. Study halls are available to students throughout the day in the library and in separate facilities.

School E has the largest parent-teacher association in the city, with the highest average attendance (1000 persons per meeting). This association has proven to be strong in its support of in-school and extra-school programs. The school also has other school-support groups such as a Dads' Club, a Mothers' Club, and a Boosters' Club, each of which sponsor activities for the school and its pupils.

High School F offers a schedule of ten 40-minute class periods plus a 15-minute homeroom session prior to the first period. Provision is made within the schedule for an occasional 35-minute activity period, at which time other periods are shortened to allow for special activities. The school day, excluding a period for lunch and passing times, consists of 6 hours and 15 minutes of instructional time. The school year includes 186 days of classroom sessions.

Instructional areas have been departmentalized in School F in an attempt to better coordinate instruction and to promote teacher identity within the program. Students are grouped for instruction in the school which is in keeping with city policy. Categories used include Able Learners groups, Regular groups, Modified (basic) groups, and Special Education (slow learners) groups. Grouping is generally practiced in the required subject areas such as English, history, and science. In the elective areas students tend to group themselves, and the foregoing groupings are less rigidly adhered to. Placement in groups is generally made on the basis of test scores, teacher recommendations, and past performance of pupils.

The guidance services available to students in School F are conducted by three counselors and a one-tenth time teacher assistant. Activities performed include the orientation of new students; programming; personal and group counseling; parent conferences; college and career information; job referrals; career conferences; and testing and test interpretation. Tests regularly administered to high school students include the Henmon-Nelson test, the Lorge-Thorndike test, and a general abilities test. Examinations which are offered to students interested in higher education, on an optional basis, are the PSAT, the ACT, the National Merit Scholarship examination, the College Boards examination, and a local state scholarship test.

With the exception of health services, which are available to students in the local school clinic through the part-time services of a school nurse and doctor, other services are "on call." Psychological, correctional, and supervisory help may be secured from the central city offices at the request of the school.

Library facilities available to students in School F include the services of a full-time librarian, a supply of 7,122 books, seating for 90 pupils (7 per cent of student body), and a per-pupil annual expenditure of $3.20. Study halls are available to students during every period of the day. Finally, in addition to planned assembly programs, School F offers noontime activities such as study, recreation, and noon movies.

A local parent-teacher association provides support to the in-school and extra-school programs of School F. In addition, an athletic boosters club and an instrumental music boosters club have provided substantial support to the pupil activities of School F.

High School G provides a nine-period day, with periods lasting for 40 minutes each. In addition, a guidance (homeroom) period of 15 minutes is provided between the second and third periods of the day. The total instructional day, excluding passing times and a period for lunch, consists of 5 hours and 35 minutes of instruction. The school year for School G includes 186½ days in which classes are in session.

Not only is there a departmentalization of instructional areas in School G, but each department has an academic center in which all teacher offices, instructional materials and supplies and equipment for the area are located. Under the coordination of department heads, these centers provide a locus for cooperative instructional efforts, for work with individual students and student groups, for tutorial work, for student and/or parent conferences, and for study. Students are grouped for instruction in School G, with the bases for grouping being mental ability rating, teacher recommendation, past achievement, and age level of pupils. Groupings included in the program are "honors," regular, and remedial, with few sections of the latter. An additional group, listed as "HH" is a special honors group preparatory to entrance into advanced placement participation. At this time School G has AP in only the area of English, as advanced placement is new to the school.

The guidance services of School G are quite complete since the guidance counselors serve as central administrators of "schools within a school." Each one of eight counselors serves as a principal-counselor for some 385 youngsters, in a system in which he works with eleven teachers who each have some 30 to 35 pupils for a homeroom group. In the daily guidance (homeroom) period, the counselor and the teachers work with students in both small and large groups, providing individual and group guidance, information about subject matter concerns, and acquainting them with the world of work. As a sub-principal, each counselor performs administrative duties such as pre-registration, grouping of students, programming, minor discipline efforts, and parent-student conferences. With respect to the administration and interpretation of standardized tests, each counselor administers the Kuder Vocational Interest Tests to all tenth graders, the SCAT and the STEP tests to all tenth and twelfth graders, and the PSAT to all eleventh graders. Optional tests which are given to students interested in college entrance are the ACT, the College Boards, and the National Merit Scholarship examinations.

Special services available to the students of School G include the part-time services of a school psychologist, a school doctor and school nurse, a visiting teacher (school-home worker), and a speech correctionist. Other consultative and supervisory personnel are available to the pupils and the school on a referral or "on-call" basis. Within the regular school program there are several regular "special preparatory" and orthopedic classes for retarded or disabled youngsters, with qualified instructional personnel. In addition, the school is one of ten city centers for a "job upgrading" program in which school dropouts and low ability youngsters are trained in the basic job skills prior to job placement in a local business establishment. Finally, the school program includes remedial sections for youngsters with difficulties in subjects such as reading and mathematics.

The library facilities at School G include the services of two qualified librarians, a supply of 13,945 books, seating for 175 students (6 per cent of student body), and an expenditure of $1.24 per pupil for library supplies. Study halls are available to students during each period of the day, at which time they may make use of library, department center, or study hall facilities.

School G has a strong parent-teacher association, which sponsors such activities as dances, theater parties, a foreign student program, and an annual senior trip to Washington, D. C. A local alumni association has also proven to be a promoter of the school programs. This group holds semi-annual "get-togethers," and has helped to focus attention on, and volunteer support for, in-school and extra-school programs.

TABLE 110

Organization and Services: Privileged
Area Senior High Schools

Organization and Services	Schools						
	A	B	C	D	E	F	G
Number of Periods	7	9	9	6	8	10	9
Length of Periods	55 min.	40	40	55	43	40	40
Homeroom Period?	15 min.	15	12	8	15	15	15
Activity Period?	no	no	no	no	40 m.	35[b]	no
Length of School Day	5h.45m.[a]	5-35[a]	5-42[a]	5-38[a]	5-50[a]	6-15[a]	5-35[a]
School Days per Year	183	179	177	188	182	186	186½
Grouping of Pupils?	yes	yes	yes	yes	yes	yes	yes
Study Halls?	yes	yes	yes	yes	yes	yes	yes
Central Library	yes	yes	yes	yes	yes	yes	yes
Librarian(s)	1	1	2	1	2	1	2
Clerk(s)	1	1	2	-	-	-	-
No. of Books	16,816	10,800	16,750	14,795	10,756	7,122	13,945
Seating Capacity (per cent)	7.8	12.2	5.2	10.0	5.8	7.0	6.0
Expend./Pupil	$7.53	$1.06	$1.65	$2.09	$1.24	$3.20	$1.24
PTA Organization?	no	yes	yes	yes	yes	yes	yes

[a] Excluding time between periods, and a period for lunch.

[b] Not regular; when included other periods are shortened.

Like their counterparts in the depressed areas of the cities visited, the privileged area high schools varied widely in organization, but were quite similar in services rendered. All had a schedule with a fixed number of periods, as well as a short homeroom period. All of the schools grouped their pupils for instruction, all provided study halls, and all offered central library facilities. Finally, in all except one of the seven schools, there was a parent-teacher association which worked with the school to provide additional services and pupil activities.

Again, as in the case of the depressed area schools, one finds a variance in the number of periods in school schedules, a difference in the length of periods, a difference in the length of school year, and a variance in the library facilities provided to students. Although the difference in number of books available to pupils is not quite so marked in the privileged area schools, the expenditure per pupil for library resources is markedly varied.

As a final observation, a comparison of the library services and facilities of the depressed area schools with those of privileged areas reveals that the latter are somewhat favored. However, the difference between these schools does not seem as marked as the differences between schools within the same socioeconomic classification.

Administration and Staff

In the fifth and final dimension of instructional programs, a brief description will be given of the personnel and their assignments as found in each senior high school. Among the kinds of information presented in the following section are the number and assignments of administrative personnel, the number of secretarial-clerical workers available to pupils and staff, the number of library personnel provided in each school, the kinds and number of special personnel--health, correctional, psychological--available to students, and the number of guidance and teaching personnel working in each school situation. Whenever information was made available to the researcher, which gave insight into such aspects as preparation, experience, tenure, and assignment of personnel, it has been presented to the reader.

In the following section an attempt has been made to provide a comparative view of such aspects of school staffs as numbers and size, ratios of staff to pupils, and actual teaching load if there are instances of overload. Finally, at the end of each section describing the schools studied in contrasting settings, a review of commonalities and dissimilarities will be provided in descriptive and tabular form.

Depressed Area Senior High Schools

Senior High School A, which serves 1587 pupils, is staffed by three full-time administrators and 70 teachers. The principal of the school has been a teacher and an administrator in the city school system for a total of 31 years, a large number of which have been in School A. He holds a master's degree, as do the vice-principal and the assistant to the principal. The vice-principal has been a teacher and an administrator in the city system for 14 years, but is new to his present assignment. In this position, he works with the broad area of pupil personnel and attendant concerns. The assistant to the principal works with the principal in the general administration of the school. Prior to the current year, the assistant to the principal had served as a teacher and an administrator for $13\frac{1}{2}$ years in the city school system. The services of three administrators in School A give it an administrator-pupil ratio of 1:529. School A has the services of six secretary-clerks, one of whom gives one-fourth time help to the areas of library, audio-visual services, guidance, and curriculum coordination. With the full-time help of six secretaries, School A has a 1:265 secretary-pupil ratio.

Six counselors make up the guidance staff at School A, but the time devoted by each counselor to some teaching duties reduces the full-time counselor equivalency to 3.8 persons. A city policy requires that every counselor must teach at least one class per day, making for the reduction in counselor time. The ratio of counselors to pupils in School A is therefore 1:418. In terms of educational preparation, four of the counselors hold masters' degrees and two have bachelors' degrees. The amount of professional experience for the counselors varies from a minimum of 6 years to a maximum of 23 years, with a staff average of 12 years.

With regard to special personnel, School A has the half-time services of a school nurse. It also receives the professional help of a psychomotrist and a speech correctionist for one day each week. Other special personnel such as supervisors and consultants are available from the central school office upon request.

School A has the services of one librarian and an adult clerk who gives one-fourth time to library work. The librarian, who holds a master's degree in her field, has 39 years of professional experience.

The librarian-pupil ratio in School A is 1:1270 when the services of the librarian and the part-time clerk are combined.

The instructional staff of School A consists of 70 teachers. The full-time equivalency of the staff is 66.4, making for a teacher-pupil ratio of 1:23.9. According to the school principal, the staff of School A is very stable, with a large number having been in the school for over 10 years. There are 11 new teachers on the staff this year. The average amount of professional experience for the total teaching staff is 16.8 years. The educational preparation for those members of the staff who have only teaching duties is represented by 23 persons with masters' degrees and 43 persons with bachelors' degrees. Finally, with respect to teaching load, there are no teachers with more than six periods of instruction per day. Only four have a teaching load of over 170 pupils per day--two music and two physical education teachers. In terms of racial make-up of staff, less than 10 per cent of the teachers in School A are non-white.

Senior High School B, with 1087 pupils, is staffed by two administrators and 41 teachers. Both administrators, the principal and the assistant principal are new to their present positions. The principal, who is in his third year in School B, served as assistant principal for the previous two years. His prior experience consisted of 25 years of teaching and administration. The assistant principal is in his first year in School B, and had 14 years of experience prior to this assignment. With two administrators, the administrator-pupil ratio for the school is 1:544. The administration and staff of School B have the services of two full-time secretary-clerks, which represents a secretary-pupil ratio of 1:544.

The counseling staff of School B is composed of 3 full-time guidance counselors, which represents a 1:362 counselor-pupil ratio. Two of the counselors hold masters' degrees, and the third has a bachelor's degree. The professional experience for the counseling staff ranges from 13 years to 36 years of experience, with an experience average of 27 years. One of the counselors has only been in School B for one year, but the other two have been members of the staff for 22 and 26 years, respectively.

One librarian serves the entire school, representing a 1:1087 librarian-pupil ratio for School B. The librarian, who holds a bachelor's degree, has 11 years of professional experience, 8 of which have been in the present school.

The services of special personnel in the areas of health, psychological, and corrective concern are available to School B on a part-time and consultative basis. Supervision for instruction in the academic areas is also available to the school on a part-time basis from the central school office.

The instructional staff of School B consists of 41 teachers, with a full-time teaching equivalency of 40.5 persons, and representing a 1:26.8 teacher-pupil ratio. Six teachers are new to the staff this year. The average tenure for the total teaching staff at School B is 9 years, with an average outside prior experience of 5½ years. This represents 14½ years average teaching experience for the entire staff. With respect to educational preparation, 32 teachers have bachelors' degrees and 9 of the staff have masters' degrees. In the racial background of the staff, approximately 10 per cent of the staff is non-white. Finally, in terms of teaching load, six of the staff carry more than six periods of instruction. Seven of the faculty have an instructional load of more than 170 pupils per day.

Senior High School C, which serves 2307 pupils, is staffed by four administrators and an equivalent of 87 teachers. The administrative staff is made up of a principal and three assistant principals, or an administrator-pupil ratio of 1:577. In educational preparation, the principal and two assistants hold masters' degrees. One assistant principal has only a bachelor's degree at this time. Experience for the administrative staff ranges from a minimum of 9 years to a maximum of 40 years, with an average of 21 years total experience. Three of the staff have spent their entire professional teaching and administrative career in this school. The fourth member was in another school for three years prior to the 37 years spent in School C. Four secretary-clerks serve the administrative and instructional staff in the school, representing a 1:577 secretary-pupil ratio.

The counseling staff in School C consists of four full-time counselors, which is a ratio of 1 counselor to 577 pupils. All of the counselors hold masters' degrees, and the professional experience of the staff ranges from five to eight years. The average experience for the staff is 6.5 years, and for all but one of the counselors that experience has been gained in School C. For the one exception, only one year was served in another school prior to four years' experience in this school.

Special personnel for such concerns as health, psychological, correctional, and supervisory services are available to School C on a part-time and referral basis. The school does have the full-time aid of five teacher assistants, which will be mentioned in the next paragraph. One librarian and two adult clerks provide library services for the entire school, which represents a 1:769 librarian-pupil ratio. The head librarian has two bachelors' degrees, one of which is in library science.

The teaching staff for School C is composed of 87 teachers of which 15 are new to this school. For the staff, which the principal describes as "academically qualified" and "stable," there are 23 masters' degrees, 59 bachelors' degrees, and 5 "no-degrees." All of the teachers with less than a bachelor's degree are teaching in the trade and industrial or vocational division of the school, and qualify for credentials in those areas. However, three teachers do not meet the requirements for teaching in their particular areas, as set forth by state certification rules. The average tenure for all teachers, as represented by the present staff, is 6 years. An average of 2 years per teacher outside professional experience gives an average of 8 years per staff member total professional experience. In terms of instructional load, 13 of the staff have more than 170 pupils per day. Five full-time teacher assistants (persons who are not certified) work with the instructional and administrative staff in School C, providing supervisory assistance. Counting the help of the teacher assistants, School C has a 1:25.1 teacher-pupil ratio.

Finally, in racial make-up of the staff, about 70 per cent of the entire staff is non-white.

Senior High School D, with an enrollment of 1310 pupils, has a staff consisting of two administrators and 52 teachers. The administrators, a principal and assistant principal, both have masters' degrees. The principal is in his third year in this assignment, and had been a teacher, counselor, and administrator in other schools in the city for 17 years prior to coming to School D. The assistant principal is in his second year in this assignment, having had eight years of professional service prior to coming to this school. With two administrators, School D has a 1:655 administrator-pupil ratio. There are four secretary-clerks available to the administration and staff, a ratio of 1 secretary to 328 pupils.

The guidance services in School D are provided by two counselors, a 1:655 counselor-pupil ratio. Both counselors have masters' degrees, and their professional experience consists of 11 years and 14 years, respectively. Each of the counselors has been in School D for 9 years prior to the current school year.

School D has the one-fourth time services of a speech and hearing teacher, as well as part-time services of a school nurse. The special assistance of other correctional and supervisory personnel are available to the school from the central office on a referral basis. One librarian and an adult clerk provide library services for School D, representing a 1:655 librarian-pupil ratio. The librarian, who has been a member of the staff in School D for her eight years of professional service, holds a bachelor's degree.

The instructional staff of School D consists of 52 teachers, which represents a 1:25.2 teacher-pupil ratio. Ten of the teaching staff are new to this school, and five of the ten are new teachers. In terms of educational preparation, 34 of the staff hold bachelors' degrees and 18 teachers have masters' degrees. The average tenure in School D for the staff as a whole is 4.5 years. The average amount of outside experience for the total staff is 6.5 years, which when added to experience in School D represents an average of 11 years total experience per teacher. Three teachers do not currently meet the state requirements for teaching in their particular subject areas. With regard to the instructional load of teachers in School D, only one teacher has more than 170 pupils per day for instruction. Finally, in terms of racial make-up, the staff is approximately 60 per cent white.

Senior High School E, which serves a pupil population of 2349 youngsters, is staffed by three administrators and 102 teachers. The administrative staff consists of a principal and two assistant principals. One assistant principal serves as director of guidance activities and pupil services, and the other assistant principal works with the general business and management affairs of the school. With the services of the three administrators, School E has a 1:783 administrator-pupil ratio. The secretary-clerical staff of School E consists of eight secretary-clerks which represents a 1:294 secretary-pupil ratio.

The guidance staff of School E has the full-time services of seven counselors, which makes for a 1:336 counselor-pupil ratio. Since the system in which School E operates makes provision of one counselor for each 300 pupils, School E is eligible for one more counselor.

School E receives special aid such as health, psychological, and correctional services on a part-time or referral basis from the central school offices. The school does have a new "combat team," which is an experimental group consisting of a welfare worker, an administrative assistant, and a counselor, who work jointly to improve school-home communication and cooperation.

The library services provided by School E are directed by two librarians, representing a librarian-pupil ratio of 1:1175.

The teaching staff of School E has 102 teachers which equals a 1:23 teacher-pupil ratio. Of the staff, 19 teachers are new to the school this year. All members of the staff meet state requirements for teaching in their subject areas, and none have an instructional load of over 170 pupils per day. No data was available regarding the professional experience or tenure of staff members in School E. The average tenure in this school, as indicated by the dozen teachers interviewed by the researcher, was about 8.5 years. This, however, would not be representative of the total staff since many of the interviewees were department heads. Finally, with respect to racial make-up of the staff, 99 per cent of the teachers were non-white.

Senior High School F, which serves 946 pupils in grades 10 through 12, has an administrative staff of two persons and a teaching staff of 39. Both of the administrators hold masters' degrees. The school principal has 15 years of professional experience, and has been in his present position for six years. The assistant principal is in her second year and had 13 years of service prior to this assignment. The administrator-pupil ratio at School F is 1:473. The clerical staff for School F consists of two secretary-clerks which represents a secretary-pupil ratio of 1:473.

Three counselors serve on the guidance staff of School F, but the full-time equivalency for guidance services is equal to two counselors only. This represents a counselor-pupil ratio of 1:473. Two of the guidance personnel have masters' degrees and the third has a bachelor's degree. The professional experience of counselors on the staff varies from 2½ to 8 years. None of the counselors has been on the staff of School F for more than one year.

Special services provided by health, psychological, correctional, or supervisory personnel, are available to School F on a part-time or referral basis from the central school office.

School F has the services of one librarian, which represents a 1:946 librarian-pupil ratio. The librarian has a bachelor's degree and has had five years of professional experience. This is the second year of assignment of School F for the librarian.

School F has an equivalent of 39 teachers on its instructional staff which represents a 1:24.3 teacher-pupil ratio. Fourteen of the teachers are new to School F this year, and six of the fourteen are beginning teachers. The average tenure in this school for the staff as a whole is just over 3 years. As a group, the staff has an average of 3.5 years of experience prior to assignment to School F. Therefore, the average total experience per staff member is 6.5 years. The educational preparation of the staff is represented by 37 bachelors' degrees and 2 masters' degrees. In terms of instructional load, only one staff member in School F has more than 170 pupils per day. Finally, with respect to racial make-up of the staff, all but one of the teaching staff are white.

Senior High School G, with 2849 pupils, is staffed by three administrators and 104 teachers. The administrative staff consists of a principal who is new to the position and who was in his first year in the school last year as assistant principal. The principal holds a doctorate in education, and has had a number of years professional experience in public school teaching and administration. The two assistant principals are also new to their positions, but both have had prior experience in other schools in the system. The administrator-pupil ratio for School G is 1:950. The clerical staff for School G consists of 6 secretary-clerks and a bookkeeper, which represents a 1:407 secretary-pupil ratio.

The guidance staff for School G consists of nine full or part-time counselors, giving the staff a full-time equivalency of 8 persons. This number represents a 1:356 counselor-pupil ratio for the school.

School G has the equivalent of one-fourth time services by a speech correctionist. A visiting teacher serves the school as a school-home liaison worker on a one-third time basis. All other special personnel, with health, psychological, correctional, or supervisory help, are available to the school on a part-time or referral basis from the central school offices.

The library services of School G are managed by two librarians, which represents a librarian-pupil ratio of 1:1425.

The teaching staff in School G consists of 104 teachers which equals a 1:27.4 teacher-pupil ratio. Forty of the teachers are new to School G this year, and 22 of the 40 are inexperienced teachers. The principal indicated to the researcher that staff turnover has been a problem in School G and other inner-city schools. Apparently, the previous principal witnessed a turnover of almost 200 teachers in four years. However, the researcher found from interviews with department heads that the average tenure for older staff members such as themselves was about 11.5 years for School G. In the matter of instructional load, none of the staff of School G had more than six periods of instruction, nor more than 170 pupils per day for classroom instruction. Finally, with respect to the racial make-up of staff, about 50 per cent of the staff is non-white and 50 per cent is white.

A review of the numbers, make-up, and assignments of the staff and administration of depressed area high schools prompts several observations. First, the numbers of persons found in the various staff and administrative positions varies considerably among the schools (Table 111). The greatest consistency in staff numbers is found in the number of administrators, which in the most instances was three or more per school. The data would suggest that there is a general tendency to assign approximately one administrator for every 500 pupils in the senior high schools. However, in no other category can there be found a similar or consistent ratio which is basis for the assignment of personnel. In terms of the number of pupils for every full-time teacher equivalent, it would appear that there is generally one teacher for every 25 pupil enrollments.

TABLE 111

Administration and Staff Size; Ratio of Staff to Pupils: Depressed Area Senior High Schools

School	Enrollment	Administrators: Number & Ratio to Pupils	Clerical Staff: Number & Ratio to Pupils	Counselors: Number & Ratio to Pupils	Librarians: Number & Ratio to Pupils	Teachers: Number & Ratio to Pupils
School A	1587	(3) 1:529	(6) 1:265	(3.8)[a] 1:418	(1.25)[b] 1:1270	(66.4)[a] 1:23.9
School B	1087	(2) 1:544	(2) 1:544	(3) 1:362	(1) 1:1087	(40.5)[a] 1:26.8
School C	2307	(4) 1:577	(4) 1:577	(4) 1:577	(3)[b] 1:769	(87)[a] 1:25.1
School D	1310	(2) 1:655	(4) 1:328	(2) 1:655	(2)[b] 1:655	(52) 1:25.2
School E	2349	(3) 1:783	(8) 1:294	(7) 1:336	(2) 1:1175	(102) 1:23
School F	946	(2) 1:473	(2) 1:473	(2)[a] 1:473	(1) 1:946	(39)[a] 1:24.3
School G	2849	(3) 1:950	(7) 1:407	(8)[a] 1:356	(2) 1:1425	(104) 1:27.4

[a] Not the actual number, but a full-time equivalency for the position.

[b] Not the actual number, but a full-time equivalency if adult clerical help is included.

In terms of the preparation and experience of teaching personnel, a significant proportion of senior high school teachers hold bachelors' degrees. In only one school were there teachers with less preparation than a bachelor's degree, and these were instructors in trade and industrial education who qualified for their area of instruction (Table 112). The average tenure for the staffs at large in city schools from which data were available is just over six years. The total average professional experience per staff member is a little more than 11 years when an average is computed for the total staff. Teacher turnover, as derived from additions to the staff for this one year, represent about a one-sixth change in staff. As previously noted, there would seem to be approximately one full-time teacher for every 25 pupils. Finally, in the matter of teaching load, the figures listed in Table 112 would indicate that few teachers in the high schools have instructional loads in excess of the maximum set by the North Central Association accrediting standards.

Finally, the figures just reviewed do not represent hard and fast findings. Rather, they present statistical bases for comparisons of staff and administration assignments with those found in high schools serving privileged areas of the same city school systems. A description of the latter school staffs follows.

Privileged Area Senior High Schools

Senior High School A, which serves 3100 pupils in grades seven through twelve, has three regular administrators and a staff of 132

TABLE 112

Number, Preparation, Tenure, Experience of Teachers: Depressed Area Senior High Schools

Specific Data	School A	School B	School C	School D	School E	School F	School G
Number of Teachers	66[a]	41	87	52	102	39	104
Educational Preparation:							
Bachelor's Degree	43	32	59	34	N/A	37	N/A
Master's Degree	23	9	23	18	"	2	"
Doctorate	0	0	0	0	"	0	"
Less than B.A.	0	0	5	0	"	0	"
Average Tenure of Staff in this School	N/A	9 yrs.	6 yrs.	4.5 yrs.	8.5[b] yrs.	3 yrs.	11.5[b] yrs.
Number New to this School this Year	11	6	15	10	19	14	40
Average Prof. Experience of the Staff	16.8 yrs.	14.5 yrs.	8 yrs.	11 yrs.	N/A	6.5 yrs.	N/A
Pupil-Teacher Ratio	23.9:1	26.8:1	25.1:1	25.2:1	23:1	24.3:1	27.4:1
Teacher Load (Teachers with over 170 pupils)	4	7	13	1	0	1	0

[a] Full-time equivalent for all those with teaching duties.

[b] Average tenure for all teachers interviewed (not a representative sample).

(Note: N/A = data not available to researcher) teachers. The senior high school division, with 1689 pupils in grades ten through twelve, has a staff equivalence of three administrators, three counselors, and 88 teachers. In the administrative area, the senior high school is served by the principal, an assistant principal, and a full-time welfare counselor. The principal has been a teacher and an administrator in the city school system for 38 of his 40 years' experience, and has been principal of School A since its opening in 1961. The assistant principal for the senior high division of School A has been a teacher and an administrator in the city for all of his 31 years of experience. Both administrators hold masters' degrees. The third component of the staff, who provides administrative assistance in school-home contacts, is the welfare counselor. With the three members in the school office, School A has a 1:563 administrator-pupil ratio. The clerical staff of School A has the services of seven full-time secretary-clerks; thus the secretary-pupil ratio of the school is 1:241.

Three counselors make up the guidance staff for senior high school students in School A which is a 1:563 counselor-pupil ratio. Two of the counselors hold masters' degrees and one counselor has a bachelor's degree. In professional experience, the first two have 19 and 18 years of experience, respectively, and all but one of those years for each member has been in the local city schools. The third member of the guidance staff has had six years of professional experience in the city schools.

In addition to the services of a welfare counselor, School A has a full-time school nurse. A doctor and a psychologist visit the school one day and two days per week, respectively, and a psychiatrist is available upon request of the school. Other supervisory personnel and specialists are available to the school on a referral basis.

One full-time librarian serves the senior high school enrollment in School A. In addition, a full-time adult clerk works with the librarian, giving the school an equivalent 1:845 librarian-pupil ratio. The librarian holds a bachelor's degree in library science, and has one and one-half years of professional experience.

The instructional staff for School A consists of an equivalent of 88 teachers, which represents a 1:19.2 teacher-pupil ratio. In terms of educational preparation, 60 teachers hold bachelors' degrees and 28 have masters' degrees. As a total staff, there is an average experience of 10.5 years per teacher. Although data was not available for the complete staff, the average tenure in School A for all teachers interviewed by the researcher was about 3.5 years. School A has been in operation for only four years. With respect to the stability of staff, 23 of the total teaching staff of 132 are new to the the school this year. According to the principal, part of the turnover is due to transfers of husbands of teachers and to marriages of young female teachers. The racial make-up of the staff in School A is predominantly white, with but several non-white teachers on the staff.

Senior High School B, which serves 1670 pupils in grades ten through twelve, has three administrators and an equivalent of 65 full-time teachers. In the administration, there is a principal and there are two assistant principals, giving the school a 1:557 administrator-pupil ratio. All of the administrators hold masters' degrees, and one of the assistant principals is completing a doctoral program. In terms of experience, the principal has 47 years of professional work in teaching and administration, 30 years of which have been in this school. The two assistant principals have 10 years and 20 years of experience, 3 years and 12 years of which have been spent in School B. The clerical staff of School B is composed of three secretary-clerks, giving the school a 1:557 secretary-pupil ratio.

Six persons work on the counseling staff of School B, making a 3.5 full-time counselor equivalent. Three full-time counselors form the nucleus of the staff, with the extra equivalent of guidance work deriving from part-time guidance work by several teachers. The counselor-pupil ratio for School B is 1:477. The director of counseling services holds a doctor of philosophy degree and the other two members of the staff have masters' degrees. The former member has 38 years of experience, 30 of which have been in this school. The latter two counselors have 20 and 11 years of experience, 4 years and 9 years of which have been in this school.

Special personnel for health, psychological, correctional, or supervisory assistance are available to the school on a part-time and on a referral basis.

The library in School B is staffed by one librarian, which represents a 1:1670 librarian-pupil ratio. The librarian holds a bachelor's degree in library science, and has 37 years of professional experience, 26 of which have been in this school.

The teaching staff of School B is made up of 66 teachers, and has a full-time equivalency of 65 teachers. This represents a 1:25.7

teacher-pupil ratio. The educational preparation of the staff is represented by 39 teachers with bachelors' degrees, by 26 teachers with masters' degrees, and by one teacher with less than a bachelor's degree. In terms of professional experience, the average tenure of staff members in the school is 9 years. The average prior experience per teacher for the staff as a whole is 7 years. The total average experience per teacher in School B is thus 16 years, a substantial experience figure. In terms of instructional load, none of the staff has more than six periods of instruction per day. Only five teachers have more than 170 pupils per day for instruction, and these are teachers in the areas of physical education and music. In terms of racial composition, only one member of the teaching staff is non-white. Finally, the principal rated the staff as "top-notch," an opinion which was also expressed by counselors and other school personnel.

Senior High School C, with an enrollment of 2396 pupils, has four administrators and an equivalent of just over 93 teachers. The administration is made up of one principal and three assistant principals, an administrator-pupil ratio of 1:599. Each of the administrators holds a master's degree. The principal has 44 years of professional experience, 36 of which have been in School C. The assistant principals have 28 years, 19 years, and 10 years of experience, respectively. The former assistant has been in School C for 23 years, but the latter two administrators are new to the school this year. The clerical staff for School C consists of five secretary-clerks which represents a 1:479 secretary-pupil ratio.

The guidance staff has the services of five counselors, with a full-time guidance equivalent of 4.67 members. With the present staff assignments, the counselor-pupil ratio is 1:513. No educational or experiential data was available for the counselors in School C.

Special personnel in the areas of health, psychological, and supervisory services are available to School C on a part-time and a referral basis from the central school offices. The school does have two half-time teacher assistants, who carry non-teaching, supervisory duties normally held by teachers. However, the services of these two non-certified persons have been counted as part of the teaching staff.

Two librarians and two adult clerks (library aides) make up the library staff for School C. The services of these four people make for a 1:599 librarian-pupil ratio. No educational or experiential data was available for the two librarians. However, both persons have professional degrees.

The teaching staff for School C is composed of 92 teachers, two half-time teacher assistants, and a one-third time visiting teacher. The total teacher equivalent for the staff is 93.33 teachers, which represents a 1:25.7 teacher-pupil ratio. The educational preparation of the staff is represented by 53 bachelors' degrees, by 38 masters' degrees, and by one non-degree person. In terms of professional experience, the average tenure for teachers in School C is more than 8 years. Also, the average prior experience for all teachers is over 2 years. Addition of these two figures indicates that there is an average of over 10 years' experience per teacher for the staff as a whole. This is consistent with the observation by the school principal that this was a "stable staff." Of the 92 teachers, 18 are new to School C this year, and 9 of the 18 have no teaching experience. In terms of instructional load, none of the staff teaches more than six periods per day. Twelve teachers instruct more than 170 pupils per day. Finally, the racial make-up of the staff is almost completely white, with but one non-white teacher present.

Senior High School D, which serves 3500 pupils in grades seven through twelve, has four regular administrators and 120 teachers. The senior high division of the school, with 2088 pupils, has an equivalent of 2.5 administrators and 70 teachers. The administrator-pupil ratio of School D is 1:835. Members of the administrative staff consist of the principal, a general assistant principal, and an assistant principal for the senior high school. The latter member of the staff devotes half-time to the junior high school division of the school. Each of the administrators holds a master's degree, and the professional experience consists of 17 years for the principal, 42 years and 15 years for the assistants. The principal has been at School D for 5 years, and the two assistants have been there for 8 years and 7 years, respectively. The clerical staff for School D consists of eight secretary-clerks which represents a 1:261 secretary-pupil ratio.

Four counselors make up the guidance staff, which represents a 1:522 counselor-pupil ratio. All of the counselors hold masters' degrees, and years of professional experience for the four members are 8, 8, 12,and 13, with years spent in this school being 2, 3, 7, and 3, respectively.

Special personnel, providing health, psychological, and corrective services, are available to School D on a part-time and referral basis from the central school office.

One librarian serves the entire senior high school student population, which is a 1:2088 librarian-pupil ratio. The librarian holds a master's degree and has 33 years of professional experience, 11 of which have been in School D.

The teaching staff for the senior high school division of School D is made up by 90 teachers, 46 of whom are full-time and 44 of whom are assigned to part-time teaching in both the junior high school and the senior high school divisions. The full-time equivalency for teachers on the senior high school staff is 70 teachers, which represents a 1:29.8 teacher-pupil ratio. The educational preparation of the 90 teachers in senior high teaching areas consists of 34 bachelors' degrees, 55 masters' degrees, and 1 doctorate. The average tenure for staff members when all teachers are considered is 5.5 years at School D. The average previous professional experience for all staff members is slightly more than 6 years. In this light, then, the average total experience per teacher at School D is 11.5 years. Only 10 teachers are new to the senior high teaching staff this year, and 3 of the additions are inexperienced. The principal of the school indicated that teacher turnover had averaged about 25 to 30 for the total staff for the past six years. In terms of instructional load, 29 of the staff have more than 170 pupils per day for instruction. The administration and interviewed staff members all cited the need for additional staff to relieve class size and teaching load. However, the school has no more rooms for additional teachers and classes. With regard to the racial composition of the teaching staff at School D, more than 95 per cent of the staff is white. Finally, in his description of the staff, the principal of School D noted that it was generally young, talented, and relatively stable.

Senior High School E, with 2404 pupils in grades nine through twelve, has four administrators and 83 teachers. In addition to the school principal, who has been a teacher and administrator in the school since its founding in 1937, the school has two assistant principals and an administrative assistant who is in charge of discipline. The administrator-pupil ratio for School E is 1:601. The clerical staff for the school consists of eight secretary-clerks, which represents a 1:301 secretary-pupil ratio.

The guidance staff consists of five counselors and a guidance director, comprising an equivalent of 5.5 counselors. The counselor-pupil ratio for School E is 1:437.

Special services such as health, psychological, and corrective assistance are available to the school on a part-time and a referral basis. Supervisory assistance is also available from the central city school offices. School E does have the services of a man in the book store and a man to work with audio-visual equipment.

Two librarians are available to students and staff in School E. Students are paid to help the library staff on a part-time basis. The librarian-pupil ratio for the school is 1:1202.

The teaching staff consists of 83 teachers, which represents a 1:28.9 teacher-pupil ratio. No information about educational preparation of staff was available to the researcher. However, it might be worthy to note that of the 15 new staff members employed for the current school year, seven had masters' degrees and eight had bachelors' degrees. According to the principal, all staff members are adequately prepared in their areas of instruction. In terms of professional experience, the principal indicated that the staff was well-balanced, with both young and old, male and female, experienced and inexperienced teachers. Eight teachers, for example, have been on the staff since the school first opened. For the teachers interviewed by the researcher--a biased sample to be sure--there was an average tenure of 14.5 years in School E. According to the school principal there is no instructional overload, either in terms of periods of instruction or numbers of pupils. A city policy states that teachers shall have five periods of instruction and one duty such as a study hall. In the matter of racial make-up of the instructional staff, only six teachers out of the entire staff are non-white. Finally, in terms of description of staff, the principal and the director of guidance indicated that the staff was talented, well-balanced, and overloaded in terms of pupil-teacher load.

Senior High School F, with 1281 pupils in grades ten through twelve, has two administrators and 50 teachers. The administration consists of a principal and an assistant principal, both of whom hold masters' degrees and who have been in their present positions for one and one-half years. Prior professional experience for the administrators was 27½ and 9½ years, respectively. The administrator-pupil ratio for School F is 1:641. The clerical staff for School F consists of two full-time secretary-clerks, or a secretary-pupil ratio of 1:641.

The guidance staff for School F is composed of four counselors, three of whom have full-time duties and one of whom is assigned half-time counseling duty. The counselor-pupil ratio for School F is 1:366. Three of the counselors hold masters' degrees and one staff member has a bachelor's degree. The professional experience for the counselors consists of 4, 5, 13, and 14 years, with years at School F being 2, 0, 9, and 9. The overall average experience per counselor is about 9 years.

Special services such as health, psychological, or corrective help is available to School F on a part-time or referral basis. Supervisory assistance for teachers is also provided to the school by the central city office.

One librarian serves the entire student body in School F. This represents a 1:1281 librarian-pupil ratio. The librarian has a bachelor's degree in library science, has nine years of professional experience, and has been on the staff at School F for four years.

The teaching staff at School F consists of 50 teachers, which represents a teacher-pupil ratio of 1:25.6. The educational preparation for the staff consists of 30 teachers with bachelors' degrees and 20 teachers with masters' degrees. The average tenure for all teachers in the school is approximately 5 years. The average prior professional experience per teacher when all staff members are included is just over 5 years. Therefore, the average number of years' experience per teacher for the staff at large is just over 10 years. The number of new staff members for the current year is eight, with two of those having had no previous teaching experience. In terms of instructional load, none of the teachers has more than six periods of instruction per day. Six teachers have more than 170 pupils per day for instruction, however. With respect to racial make-up of staff, only several members of the entire staff are non-white.

Senior High School G, with an enrollment of 2926 pupils, has three administrators and 110 teachers. The administration consists of a principal and two assistant principals, which represents a 1:975 administrator-pupil ratio. The clerical staff for School G consists of seven secretary-clerks which presents a 1:418 secretary-pupil ratio.

The guidance staff, which serves in both guidance and administrative capacities in School G, is made up of eight counselors and a visiting teacher who gives almost half-time to guidance activities. The counselor equivalent of 8.4 represents a 1:348 counselor-pupil ratio for the school.

School G has the part-time services of special personnel in the areas of health, psychological, corrective, supervisory services.

These auxiliary aids and services are available to the school from the central city offices on a part-time and referral basis.

The library at School G is staffed by two full-time professional librarians. The librarian-pupil ratio for the school is 1:1463.

The teaching staff at School G consists of 110 teachers. The full-time equivalency of the staff is 107, however, since some teachers do not have full-time teaching duties. The teacher-pupil ratio for the school is 1:27.3. No educational data was available for the staff, but according to information derived about the staff, all members are certified and are highly qualified for their teaching areas. According to the principal of the school, the staff is quite young. An indication of this was seen by the researcher in interviews with staff,in which case the average tenure in School G for all teachers interviewed was just three years. However, the school was only built in 1957. In line with the youthfulness of staff, 31 teachers are new to the staff this year. With respect to instructional load of teachers, only three teachers have more than 170 pupils per day for instruction. In terms of racial make-up of the teaching staff, the vast proportion of the staff is white. The researcher saw but one non-white teacher during the day spent in School G.

Review

A review of the assignments of staff and administration in the privileged area senior high schools would provide several generalizations. First, as in the case of staff assignments in depressed area high schools, there is considerable variance among schools with regard to numbers and ratios of staff (Table 113). As in the case of the depressed area senior high schools, the only real consistency or similarity in staff numbers is that of assignment of administration. In the majority of cases the schools had three or more administrators. However, the ratio of pupils to administrators (over 600 to 1) is generally higher than the ratio seen for depressed area schools. Similarly, in terms of the proportion of pupils to teachers, the ratio seems to be higher in the privileged area schools than in the depressed area schools (compare Table 111 with Table 113).

In terms of teacher assignment, preparation, and experience (Table 114), several points are worthy of mention. First, the proportion of masters' degrees to bachelors' degrees in the privileged area schools is significantly higher than that found in depressed area schools (compare Table 112 with Table 114). The average tenure for teachers in the privileged area schools was about seven years, or a year longer than the average for depressed area schools. The total average professional experience for staffs at large in privileged area schools is about the same as that for depressed area school staffs--about 11 years. Teacher turnover, as reflected in new staff members, is a significant aspect in staff make-up in privileged area schools as well as in the depressed area schools, with an approximate one-sixth change in staff. The pupil-teacher ratio in the privileged area schools is slightly higher than the

TABLE 113

Administration and Staff Size; Ratio of Staff to Pupils: Privileged Area Senior High Schools

School	Enrollment	Administrators: Number & Ratio to Pupils	Clerical Staff: Number & Ratio to Pupils	Counselors: Number & Ratio to Pupils	Librarians: Number & Ratio to Pupils	Teachers: Number & Ratio to Pupils
School A	1689	(3) 1:563	(7) 1:241	(3) 1:563	(2)[b] 1:845	(88) 1:19.2
School B	1670	(3) 1:557	(3) 1:557	(3.5)[a] 1:477	(1) 1:1670	(65)[a] 1:25.7
School C	2396	(4) 1:599	(5) 1:479	(4.67)[a] 1:513	(4)[b] 1:599	(93.33)[a] 1:25.7
School D	2088	(2.5)[a] 1:835	(8) 1:261	(4) 1:522	(1) 1:2088	(70)[a] 1:29.8
School E	2404	(4) 1:601	(8) 1:301	(5.5)[a] 1:437	(2) 1:1202	(83) 1:28.9
School F	1281	(2) 1:641	(2) 1:641	(3.5)[a] 1:366	(1) 1:1281	(50) 1:25.6
School G	2926	(3) 1:975	(7) 1:418	(8.4)[a] 1:348	(2) 1:1463	(107) 1:27.3

[a] Not the actual number but the full-time equivalency for the position(s).

[b] Not the actual number but a full-time equivalency if adult clerical help is counted.

TABLE 114

Number, Preparation, Tenure, Experience of Teachers: Privileged Area Senior High Schools

Specific Data	School A	School B	School C	School D	School E	School F	School G
Number of Teachers	88	68	92	90[c]	83	50	107
Educational Preparation:					N/A		N/A
Bachelor's Degree	60	39	53	34	"	30	"
Master's Degree	28	26	38	55	"	20	"
Doctorate	0	0	0	1	"	0	"
Less than B.A.	0	1	1	0	"	0	"
Average Tenure of Staff in this School	3.5[a] yrs.	9 yrs.	8 yrs.	5.5 yrs.	14.5[d] yrs.	5 yrs.	3[d]
Number New to This School this Year	23[b]	7	18	10	15	8	31
Average Prof. Experience of the Staff	10.5 yrs.	16 yrs.	10 yrs.	11.5 yrs.	N/A	10 yrs.	N/A
Pupil-Teacher Ratio	19.2:1	25.7:1	25.7:1	29.8:1	28.9:1	25.6:1	27.3:1
Teacher Load (Teachers with over 170 pupils)	0	5	12	29	0	6	3

[a] Average for teachers interviewed only. This school has only existed for 4 years.

[b] Out of total staff of 132.

[c] 46 full-time, 44 part-time teachers (70 equiv.)

[d] Average for teachers interviewed only.

25:1 ratio found in the depressed area schools, equaling a proportion of about 26 pupils to each teacher. In the matter of teaching load, a few teachers in most of the privileged area high schools have more pupils per day for instruction (170) than the maximum set by the North Central Association of Colleges and Secondary Schools.

Finally, in terms of staff make-up, the typical staff in the privileged area high school is young, well-prepared, has substantial experience, and is predominantly white.

CHAPTER VII

A SUMMARY OF SCHOOLS

In the two previous chapters of this report, a detailed description of secondary school programs has been presented. Because of the undue amount of data considered, and because of the many factors that are associated with school programs, the foregoing account dealt separately with five dimensions of school programs--school plant and setting, pupil population, program and activities, organization and services, administration and staff. Recognizing the disjunction which may derive from the division of a multi-faceted, interwoven entity such as a school program, this chapter has been provided in attempt to "pull together" the separate aspects of program. From the consolidation of the separate dimensions of program, the writer has attempted to present summary descriptions to portray a "typical" school for each of the urban settings studied. Therefore, in the following pages a separate description will be given for a "typical" depressed urban area junior high school, for a "typical" privileged area junior high school, for a "typical" depressed area senior high school, and for a "typical" privileged area senior high school.

The descriptive summaries of "typical" schools are not presented with the inference that there are such entities as "typical schools." Rather, as the reader will note in the descriptions of schools, settings, pupils, and staffs that were presented in Chapters V and VI, there is great diversity in the make-up of schools. The researcher was repeatedly impressed by the unique personality and make-up of each of the 28 schools visited. In fact, these "personalities" represented the chief contrasts found between schools.

However, enough similarities in make-up and consistencies in operation were found in the junior high schools and senior high schools serving contrasting urban areas to provide a generally typical picture of each kind of school. To provide the reader with insights into the make-up and activities of urban area secondary schools, and to help illustrate similarities and differences in school programs, the following summaries are presented.

A "Typical" Depressed Area Junior High School

The typical depressed urban area junior high school is located in an inner-city residential or residential-commercial setting. The dwellings and the commercial buildings are old and dilapidated, having been constructed 50 to 75 years ago, and having received continual usage since that time. The local junior high school is situated in an old brick, three or four-level square structure which was constructed at the turn of the century. Therefore, the school building is typically representative of the surrounding environs, in terms of age and architecture. The site on which the junior high school is located is limited by trafficked streets, which border the school grounds on all sides. Because of the limited site area, the inner-city junior high school lacks the landscaping, the grass playground area, and the athletic field which are found in the architectural plans for new schools. If there is any outside area surrounding the school, it is typically a fenced-in black-topped area which has been provided for limited playground activities or for staff parking or maintenance activities.

The school plant which houses the depressed area junior high has over 40 total classrooms that serve academic and non-academic class activities. Classrooms, like the offices and other facilities in the building reflect the long-time usage and wear, yet are remarkably well-maintained considering their long service. Rooms and hallways have the high-ceilinged, rectangular construction which was typical during the early 1900's. Consequently, the heating, lighting, and ventilation of classrooms is often less than desirable. The facilities and equipment for non-academic activities such as industrial arts, home economics, music, and physical education are all inadequate for present-day programs. In many instances these facilities have been improvised, or at least have been added to the building as a stop-gap exigent measure.

More than 1000 youngsters attend the depressed urban area junior high school, coming to the school from socioeconomically disadvantaged homes in the immediate neighborhood. The large proportion of these pupils represent a racial or cultural minority group which has been confined by social, economic, or political circumstances to residence in inner-city areas. At least 80 per cent or more of the youngsters will be of Negro parentage, and the number of white youth who attend the school will be declining rapidly. All of the youngsters attending the school will show effects of the "culture of poverty" which abounds in the local area. At least half of the youngsters will be living in one-parent homes in which the mother is the sole means of support. In many of the home backgrounds part of the family support will derive from welfare payments, aid-to-dependent-children checks, from unemployment compensation, or from the assistance of extended family members.

Neither the academic motivation nor the cognitive or perceptual preparation of these youngsters is conducive to school success. A large number of the pupils come to the school with resignation, with low aspirations, or with a sense of hopelessness. A combination of these factors presents the school with a generally low-motivated, academically inept, and psychologically cynical pupil populace. Consequently, the scores achieved by the pupils on regular standardized tests, as well as the grades attained in classroom activities, are much below average. An estimate by the principal and the guidance counselor would place the average academic I.Q. of youngsters served by the school at about 90. Finally, the combination of academic inadequacy, of repeated lack of success, and of insufficient family or peer motivation have imposed upon the typical pupil a psychological and social limitation which is hard to overcome. Many of the students have thus resigned themselves to a life of academic mediocrity, or have displayed resentment through behavioral actions which lead to disciplinary measures by school personnel. There is, to be certain, a segment of the student populace which has social and academic aspirations. However, the number of these youngsters is greatly overshadowed by the low-motivated segment of pupils which tends to have a debilitating effect upon the school program and its effectiveness. A vivid example of this negative effect was seen in the teacher perceptions of depressed area junior high school pupils as expressed in the selection of adjectival terms. Teachers in the depressed area saw their pupils in terms of such words as "indifferent," "quarrelsome," "disruptive," "lazy," "rude," and "antagonistic." Although the staff also described the pupils in such terms as "gregarious," "curious," and "affectionate," the negative terms reflect perceptions which may limit teacher effectiveness in working with youngsters.

The organizational structure of the depressed area junior high school includes grades 7, 8, and 9. Students come to the school from one of several elementary schools which are situated in the same socioeconomic environs, and which are located within six to ten city blocks of the school. The length of the school day is about six hours, with eight periods of 45 minutes each, and with a morning homeroom period of 15 minutes. The school year for the junior high school consists of about 183 days during which classes are held. Students are grouped for instruction in academic areas with the grouping deriving from achievement and intelligence test scores, from past performance, from teacher recommendations, or from a combination of these determinants. Generally, the grouping carries over to non-academic activities because of scheduling exigencies. The use of study halls is not a general practice with the depressed area school. Rather, teachers are encouraged to plan for in-class assignments and for supervised study.

A central library with the services of a librarian, with seating for more than 5 per cent of the student enrollment, and with more than 8000 volumes of books, is available for student use during the day and for half an hour after school. Guidance and counseling services are provided for the students in the form of two counselors, usually a man and a woman. These persons provide a number of services, but are most active in the orientation and scheduling of pupils (in the administration and interpretation of standardized tests required by the city school office), in the conduct of individual and group guidance, in attendance and minor discipline activities, and in the school-home contacts which derive from attendance, disciplinary, or health problems.

A part-time school nurse and a visiting doctor are available to the junior high school. In addition, the school receives part-time or consultative services of psychological and corrective personnel, who work out of the central school offices. A minimum of supervisory and consultative assistance is available to the staff of the school since it must share those services with many other schools. Finally, with regard to community support, the depressed area junior high school has a parent-teachers' organization.

In terms of the curricular offerings in the junior high school program, the program for seventh grade pupils is highly structured in that all students must take the requireds--language arts, mathematics, social studies, industrial arts or home economics, health and physical education, music, and art. Only one elective subject may be taken by the seventh grader, and this must be either instrumental music or the one offering in foreign language. The program for eighth graders is less rigid in that the students may take several electives. The required subjects for eighth graders include language arts, social studies, mathematics, science, health and physical education, industrial arts and home economics (one semester), and art. Electives for eighth grade students are generally limited to the areas of music, foreign language, and shop or homemaking (an extra semester). The program of studies for the ninth grader generally consists of four required subjects--English, social studies, mathematics or science, and physical education. Students may elect two or more non-required subjects from the areas of homemaking, shop, music, language, or the various academics. Very little opportunity is provided for curricular involvement in commercial or pre-vocational studies in the ninth grade.

The curricular offerings in the depressed urban area junior high school are traditional in terms of content and presentation. The school is utilizing one of the "new mathematics" materials, but is not making use of other new or experimental materials. The strongest emphasis given in the instructional program is that which is put on reading. The school has at least one remedial reading teacher, but has the teachers in language arts emphasizing reading, vocabulary, and spelling. A reading center, or at least some instructional aids such as the SRA materials, are available to teachers who work with students in reading improvement. Finally, the school makes provision, through a special class or through grouping, for students of much below average abilities (50 to 75 I.Q.). A core type of program in a self-contained classroom is generally provided for their academic instruction. In non-academic activities these remedial students are generally integrated with other students.

As was indicated above, the presentation of curricular content is very traditional. Although the school has one or two television sets which are equipped to receive broadcasts from the local educational television programs or from the Midwestern Program of Airborne Televised Instruction (MPATI), these facilities are seldom used. Neither will there be an appreciable use of programmed instruction, teaching machines, or team teaching. Little, if any, local or outside research activity will be found in the junior high program. The teachers, counselors, and the administrator will cite individual practices or ideas which seem appropriate to local problems. However, little evidence will be found of more than short-range or one-shot experimental practices which are individual rather than shared concerns. The instructional personnel share a concern about the inadequacy of materials, equipment, and facilities available to the teacher. These shortages, when tied to such other problems as the perennial lack of time, the extra disciplinary concerns encountered by teachers in the depressed area school, and the general lack of pupil motivation, tend to stilt formal experimentation or innovation by teachers.

The depressed area junior high school has available to its pupils some 20 extra-curricular and co-curricular activities. These involvements, which are mostly elective to the student and which include in-school and after-school time, center around several major interest areas. Athletics and related activities account for the largest number of involvements. Activities related to academic subjects and to honors in academic areas make up the next largest number of pupil involvements. Finally, a third and fourth category for extra-curricular concerns would include service clubs and hobby clubs. The factors which seem to limit the number of extra pupil activities as well as the number of pupils who participate are the lack of teacher sponsors and the cost factor for many students. Past experience by the school would indicate that if the teachers had the time to provide more leadership in extra-curricular programs, and if the cost could be assumed by the school system for more activities, that pupil participation would increase considerably.

Two administrators, a principal and an assistant principal, provide the educational leadership in the junior high school. The assistant principal will generally handle such matters as attendance and discipline problems, and all pupil activities. The principal will be overseeing the general operation of the school, will be involved in school-home-community relations, and will work with new teachers or with teachers having instructional or disciplinary problems. Both administrators will be relatively new to their present positions, having been transferred from another position within the central city system. Each will have between 10 and 20 years of professional experience, most of which has been in teaching and/or guidance. Both administrators hold masters' degrees from a local or nearby state university. In general, these educational leaders represent professionals who have proven themselves to be concerned with the problems of urban area youth, and who are willing to assume leadership in seeking answers to such problems. In terms of clerical assistance, the administration and the staff have three secretary-clerks available to them. This represents a ratio of one secretary to 465 pupils which is a somewhat heavy clerical load considering the many school-home-community-municipal contacts made by a depressed area school.

The two guidance counselors, a man and a woman, serve over 500 youngsters each during the course of the school year. These persons, who are young to middle-aged, have been teachers in similar schools in the city, and have had 5 to 10 years of previous professional experience. Both counselors hold masters' degrees, or will be working toward the degree. Among the most numerous activities performed by these persons will be orientation and scheduling of new pupils, individual counseling and group guidance, attendance and minor disciplinary problems, administration and interpretation of standardized tests provided by the city school system, and making school-home contacts with parents of pupils who are experiencing physical, psychological, social, or academic problems. The primary focus of all activities undertaken by the counselors is on the pupil as an individual, a concern which is very pronounced in the depressed urban area setting.

The library services, as indicated earlier, are provided by one librarian. This person, who serves over 1000 pupils, holds a bachelor's degree in an academic area but has enough hours of library science to qualify for library certification. The librarian has from

5 to 10 years of experience in teaching and library work, and is relatively new to her present library assignment.

The teaching staff is composed of over 40 teachers. All of the teachers have at least a bachelor's degree, and one-third of the staff holds a master's degree in education or in a subject area. As a group, the teaching staff is young. The average tenure at this school when all teachers are considered, is about four years. The average total experience per teacher when all teachers are considered is about eight years. A very real problem with the school is that of securing and retaining a competent and stable staff. Since the hiring and assignment of personnel for the city schools is done by the central office, there is little opportunity to match the person with a particular position. Also, many teachers who are assigned to the school would prefer to teach on the senior high school level, and are "marking time" until they are reassigned to a high school. Based on the past several years, the average staff turnover for this school is about 30 per cent. Based on the pupil enrollment and the number of teachers in this school, there is a teacher-pupil ratio of 1:25.6. Approximately one-third of the staff has more than 170 pupils per day for instructional purposes. However, most of these teachers are in the non-academic areas such as physical education, music, industrial arts, and practical arts. Reality would dictate, though, that the teacher-pupil load is excessive in this school in light of the extra problems and concerns faced by the staff in working with slum area children. Low academic motivation, plus the lack of academic skills, presents the teachers with tasks that can best be approached on a one-to-one basis. This will never be possible, though, if teacher load is so large that adequate time is not given to needy individuals.

Although the staff acknowledges that the attendant pupil populace is not academically astute, and that it needs more practical experiences from the curriculum, instruction does not reflect that concern. Many of the teachers, especially the younger members of the staff, are academics-oriented rather than pupil-oriented. Subject matter holds first place in classroom activities, and the presentation of that subject matter would seem to disregard the cognizance of pupils' academic deficiencies. In eight of ten classes visited, the observer will find the teacher lecturing or giving directions. The major proportion of such lectures will be dealing with subject matter or content per se rather than with the uses or implications of such content. Very little of the in-class or out-of-class assignments reflect practical uses or applications of content. However, with experience and maturity, the teachers seem to become more pupil-conscious and less concerned with the centrality of subject matter.

The perceptions of teachers about the role they play, about the origins of their teaching behavior, about the ways they determine class goals, and about the ultimate goals of education for their pupils are very similar to the perceptions held by their colleagues in privileged area junior high schools (Table 115). The responses of teachers to the rank order checklist show that they consider their role as a "director of learning" to be most important, with their role as a "community member" having least importance. The teachers in the depressed area junior high school consider the "situation" and "experience" as the two prime determinants of their teaching activities, with "emulation" having least importance in their behavior. With regard to the determination of class goals, the depressed area junior high teachers indicated the preeminence of a direct approach by the teacher to the determination of goals. A non-directive approach was almost unanimously ranked least helpful by teachers in the depressed area school setting. Finally, in the selection of perceived goals of education for their pupils, the depressed area teachers selected "character" as the key objective of the school. The strengthening of the "motivational" nature of youngsters was selected as next most important, with the development of the "social" aspects of youth gaining third place prominence. Ranked as least important goals by the teachers were "vocational," "physical," and "aesthetic" concerns.

A brief review and comparison of selected aspects of the total program and make-up of depressed area and privileged area junior high schools is given on pages 544, 546 and 547.

A "Typical" Privileged Area Junior High School

The typical privileged area junior high school is located on the outer edge of the city in an upper-middle socioeconomic residential setting. The area in which the school is set represents a section of the city which is from 10 to 25 years old, and which is generally considered as an autonomous community by the residents. The school is situated in two-story modern brick structure which has several wings extending from a central area. The site on which the school is located is large enough that there is attractive landscaping, a grass-covered playground area, and an athletic field. In addition to the play area, the school generally has an adequate parking area for staff and visitors.

The school plant in the privileged setting has just over 40 total classrooms. In addition to general classrooms the privileged area junior high has at least two special science laboratories with all laboratory facilities and equipment. In addition, the building contains modern homemaking facilities for foods and clothing classes; has one large multi-purpose shop, or a wood shop and a metals-graphics-drawing area; has a modern auditorium with seating for at least half the total enrollment; has a large multi-purpose cafeteria; has separate shower and locker facilities plus a large two-sectioned gymnasium for physical education activities; has a special study hall room; has a special instrumental and vocal music suite with several practice and storage rooms, and has two teachers' lounges and workrooms. The plant and all facilities are modern and are in excellent condition. Heating, lighting and ventilation are adequate; these factors plus the general cleanliness and good repair of the building present a positive environmental climate.

About 870 youngsters are enrolled in the privileged area junior high school. These pupils come to the school from middle to upper-middle socioeconomic backgrounds, with the head of the household representing a professional, managerial, or skilled trade person. At least 95 per cent of the total student enrollment are children of Caucasian parentage, with non-white youngsters representing a distinct minority. Most of the pupils come from complete families in which both parents are represented. In general, one parent would be found in the home at any time during the day or evening. The parents of these privileged area youth are very much interested in the educational and social activities of their offspring, and are in close contact with the school.

The academic and social motivation of the privileged area pupils is very high. Coming to the school from middle or upper-middle class homes in which education holds a high value, the youngsters are highly motivated to compete with their peers and to succeed in all endeavors. A combination of motivation, social and cultural experience, economic advantages, and a positive perceptual approach to most activities has created an academically astute pupil population. Estimates by the principal and the guidance personnel would place the average I.Q. of the pupils at about 110 to 115. In contrast with the small segment of academically talented pupils in the depressed area junior high who are overshadowed by the predominant number of low-motivated youth, there is in the privileged junior high a minority group of low-achievers who are hidden by the overwhelming number of high-motivated high-achievers. In addition to the positive perceptions and pursuits of the pupils, there is an expressed positive perception of pupils by the instructional staff. Teachers in the privileged area school described the pupils on an adjective checklist in such terms as "active," "interested," "curious," "courteous," "agreeable," "neat," "aware," and "sincere." The positive perceptions by teachers which is strongly indicated in the responses to the checklist, undoubtedly carries over to the pupils' perceptions, tending to strengthen their already positive self-concepts.

The organizational structure of the privileged area junior high school, like its depressed area counterpart, includes grades 7, 8, and 9. Students who come to the school have generally attended one of the several local elementary schools situated in the same socioeconomic environs. The school day consists of about six hours of in-class activities, with eight periods of 45 minutes each in addition to a 15-minute morning homeroom period. Like its depressed area counterpart, the privileged area school has a school year of 183 days. All students are grouped for instruction in the academic areas. Grouping is based on such determinants as achievement and intelligence test scores, on past performance, on teacher recommendations, or on a combination of these factors. As in the case of the depressed area schools, grouping tends to carry over to non-academic classes because of scheduling difficulties. The privileged area school offers a study hall during each period of the day. Most students have at least one study hall which is held in a special room.

The school has a central library which is open for student use during study periods. A librarian is available to help pupils during the day or for a period after school. The library contains about 7400 books, and has seating for more than 7 per cent of the student enrollment at any one time. Two counselors, a man and a woman, provide guidance and counseling for the students. The services provided by the counselors are similar to those of counselors in other junior highs. However, the greatest amount of concern and effort by counselors in the privileged area school is given to academic guidance, which is in keeping with the concerns of students and their parents. Next to academic concerns the major efforts of counselors are directed toward the administration and interpretation of city-sponsored standardized tests.

A part-time school nurse and a visiting doctor are provided by the city school system. In addition, the school receives the part-time services of such special personnel as a school psychologist, a speech and hearing therapist, or any of numerous supervisory or consultative specialists who are available to all schools in the system. Finally, the privileged area junior high school has an active parent-teachers' organization which works closely with the school, providing services and equipment which it would not otherwise receive. The strong parent and community interest in the school often carries over into other school-related organizations such as a Mothers' Club or a Boosters' Club which also work to provide the school with extra advantages not normally received through the central school system.

With respect to the curricular offerings of the privileged area junior high school, the program for seventh grade pupils is similar to that described for depressed area youngsters. The largest share of the pupils' time is devoted to required subjects--language arts, mathematics, social studies, industrial arts or home economics, health and physical education, music, and art. It is possible for a seventh grader to take as many as two elective offerings, which include vocal and instrumental music, reading improvement, or speech and dramatics, or one of at least two foreign languages. Eighth grade pupils must take language arts, social studies, mathematics, science, health and physical education, one semester of industrial arts or home economics, and art. The number of elective offerings available to the eighth grader is larger than that for seventh graders. Electives are available in the areas of music, foreign languages, shop or homemaking (extra semester), and reading improvement. The program of the ninth grader includes four required subjects--English, social studies, mathematics, or science, and physical education. Students may elect two or more elective subjects from the areas of shop, homemaking, music, foreign languages, typing, journalism, speech or dramatics, and from each of the academic area. The number and the variety of electives is definitely greater in the privileged area junior high school than in its depressed area counterpart, especially in the upper two grades.

The curriculum in the privileged area junior high school represents a strongly academic, college-preparatory program. Not only are there significantly more subject offerings, but some subjects are offered sooner in the curriculum so that college preparatory students may take advanced courses in high school. In addition, the curriculum has incorporated such new curricular materials as SMSG mathematics and BSCS biology. The strongest emphasis in the program is upon student achievement in the academic areas, whereas the emphasis in the depressed area junior high was on skill in reading. The school has made provision for a special education program for the much below average pupil (50 to 75 I.Q.) through a self-contained core-type program. There are very few youngsters in this group, though, unless they are transported into the school from adjoining attendance areas. The privileged area school does tend to overlook the curricular needs of the average pupil who is non-college-bound. In almost every interview with administrators, guidance personnel, and teachers the researcher heard comments which supported this contention. Most of the school's concern has been focused on the college-preparatory program because of community pressure, and most of the recent additions to the curriculum have been college-oriented courses.

In much the same manner as was seen in the depressed area junior high school, the instructional methodology of the privileged area teachers is very traditional. The school has several television sets which are equipped to receive broadcasts from local educational sources or from MPATI. Only occasionally are the sets used by teachers for instructional purposes. The school does not have teaching machines, is not using programmed instruction, and has not yet put into practice a formal program of team teaching. Little outside research is being conducted in the privileged area school. Rather, any research efforts to be found are one-teacher or several-teacher projects to improve personal techniques or to enrich subject area content. The shortage of instructional materials or teaching devices does not seem to be a problem in the privileged area school. In fact, it would appear that more equipment is not being used than is used by teachers every period of the day.

The extra-curricular program in the privileged area junior high school offers the students some 20 extra-class activities. The largest number of activities fall into the category of athletics and athletics-related involvements. Activities which are related to academic subject areas account for the next most frequent number of pupil involvements. Finally, student activities deriving from hobbies and from service activities account for other extra-curricular involvements. The principal and the guidance personnel feel that there would be much value in building a stronger and heavier extra-curricular program. However, they hasten to acknowledge that the success or failure of such a measure depends upon teacher sponsorship. Many of the teachers, however, feel that there are already a sufficient number of extra-curricular concerns. The teachers feel that their work load is already such as to preclude any additional duties, and that students have enough curricular involvements without adding more diversions.

The privileged area junior high school has the administrative leadership of a principal and an assistant principal. The assistant principal generally works with pupil personnel while the principal oversees the operation of the school, works with new teachers, and works to maintain good school-home relations. In this school setting the principal considers this latter role as a most important concern. Each of the two administrators has a master's degree and has had considerable professional experience in the city school system. The principal has 20 years or more of service and the assistant principal has between 10 and 15 years of experience. The principal has been in his present assignment for about four years; the assistant has been in his present position for about three years. With respect to clerical assistance, the administration and staff have the services of two secretary-clerks. This represents a secretary-pupil ratio of 1:495, which is probably a heavy clerical load in this setting.

Two guidance counselors, a man and a woman, provide services for nearly 500 pupils. These persons are young to middle-aged, have had an average of 13 years professional experience, and hold masters' degrees. The kinds of activities to which most of the counselors' time is devoted is academic counseling, administration and interpretation of standardized tests, and to individual and group guidance.

The library services, as mentioned earlier, are provided by one librarian. This individual serves approximately 950 pupils. The professional background of the librarian consists of 5 to 10 years of experience and a bachelor's degree, and she is relatively new to the present professional assignment.

The teaching staff for the privileged area junior high school consists of 34 teachers. Approximately 70 per cent of the teachers have a bachelor's degree, and 30 per cent have at least a master's degree. As a group the instructional staff is young. The average tenure at this school when all teachers are considered is just over six years. The average total experience per teacher when all persons are considered is about 11 years. Teacher turnover in the school, based on figures for the past several years, indicate that there is an average 22 per cent change in staff each year. The teacher-pupil ratio for this school is 1:26. Approximately one-fourth of the instructional staff has more than 170 pupils per day in class. Most of these teachers are in non-academic areas such as physical education, music, industrial arts, homemaking, and practical arts.

A visit to the classrooms of the privileged area junior high school reveals a content-orientation by the majority of teachers. In more than eight of each ten classes visited, the researcher found teachers lecturing to their pupils. Most lectures were content-oriented, offering facts without reference to applications or implications. The content-centeredness of junior high school teachers seems to diminish with age and experience, and the observer hears the older teachers expressing more concern for pupils as individuals. Subject matter is more often related to pupil interests and is made meaningful to the experiences of youngsters. The subject-centeredness of the younger teachers also became apparent during the interview with staff. In response to the question about needs in the teacher training program the younder teachers responded unanimously that the teacher trainee needed more academic content and less methodology, child psychology, or pedagogical training. The older teachers, in contrast, tended to stress a need in the teacher training program for training in psychology of the adolescent and in the development of human relations skills in the teacher.

The perceptions of privileged area teachers, as derived from responses to the printed Teacher Inventory, were very similar to those given by their colleagues in the depressed area school. The teacher is viewed primarily as a "director of learning" and his role as "community member" is least emphasized. The "situation" and "experience" are given as prime sources of teaching behavior, with "emulation" having least significance. In contrast with depressed area junior high school teachers, the privileged area school teachers selected the "manipulative" approach as most important in setting class goals. The "directive" approach was ranked next highest while the "non-directive" approach to relationships received least emphasis--a response consistent in all school settings. Finally, in the selection of goals most important for their pupils, the privileged area teachers felt that "character," "intellectual," and "motivational" objectives represented the first three concerns of the school (Table 115). The one sharp contrast between teachers' perceptions of educational goals, as expressed by teachers in contrasting socioeconomic settings was in the objective listed as "intellectual." Depressed area school teachers assigned this goal fifth place in importance, while emphasizing the "social" objective. Privileged area school teachers expressed less concern with the school's role in social development and chose to emphasize development of the intellect.

Depressed Area and Privileged Area Junior High Schools: A Comparison

Listed on Table 116 are some characteristics or aspects of a "typical" school in contrasting socioeconomic settings. The list is far from complete, but it does present selected aspects which may be used for comparison. With respect to such characteristics as organization and policies, the schools were very similar. In other characteristics, such as those listed in Table 116, there are contrasts which indicate favored circumstances for both types of schools, but in different aspects of the program.

TABLE 115

Teacher Perceptions as Indicated by Responses to the Printed Teacher Inventory--Listed by Type of Schools[a]

Selections	Depr. Area Jr. H.S.	Priv. Area Jr. H.S.	Depr. Area Sr. H.S.	Priv. Area Sr. H.S.	All[b]
TEACHER ROLE:					
Community Member	6	6	6	6	6
Counselor & Guidance	2	2	2	2	2
Director of Learning	1	1	1	1	1
Liaison for School-Community	5	5	5	5	5
Mediator of Culture	3	3	3	3	3
Member of Profession	4	4	4	4	4
ORIGINS OF TEACHER BEHAVIOR:					
Emulation	6	6	6	6	6
Experience	2	2	2	2	2
Philosophy	3	3	3	3	3
Research	4	5	4	4	4
Satisfaction	5	4	5	5	5
Situation	1	1	1	1	1
WAYS OF DETERMINING GOALS:					
Directive	1	2	2	2	2
Discussive	3	3	3	3	3
Manipulative	2	1	1	1	1
Non-Directive	6	6	6	6	6
Persuasive	5	5	5	5	5
Supportive	4	4	4	4	4
GOALS OF EDUCATION:					
Aesthetic	10	10	10	10	10
Character	1	1	1	1	1
Civic	7	7	8	7	7
Communication	6	5	5	5	6
Intellectual	5	2	3	2	2
Motivational	2	3	2	3	3
Physical	9	9	9	9	9
Psychological	4	4	6	4	4
Social	3	6	4	6	5
Vocational	8	8	7	8	8

[a] Based upon the response of 1264 teachers to a printed Teacher Inventory.

[b] Most frequent selection by all teacher respondents, regardless of school setting.

TABLE 116

The "Typical" Depressed Area Junior High School and the "Typical" Privileged Area Junior High School: A Summary Comparison of Selected Aspects

Aspect of the School	Depressed Area Jr. H.S.	Privileged Area Jr. H.S.
Setting of the School	Inner-city, depressed area	Fringe-area, advantaged setting
Description of Site	Small, bordered by streets and dwellings, blacktop grounds	Small to adequate, grass and landscaping, playground area
Age of Building(s)	50 to 75 years	20 to 25 years
Number of Classrooms	40 total classrooms (general and special)	40 total rooms (general and (special)
Size of Enrollment	1000 pupils	870 pupils
Racial Make-up of Pupils	80 per cent or more Negro	95 per cent or more Caucasian
Estimated Aver.I.Q. of Pupils	90	110 to 115
Pupil Motivation	Low academic motivation	High academic motivation
School Services: a description	Guidance Services: 2 counselors Library: 1 librarian 8000 vols. of books Seats 5 per cent of enrollment Health: Part-time nurse and doctor	Guidance Services: 2 counselors Library: 1 librarian 7400 vols. of books Seats 7 per cent of enrollment Health: Part-time nurse and doctor
Curricular Offerings: a description	7th Grade: 9 requireds; 3 electives 8th Grade: 8 requireds; 6 electives 9th Grade: 3 requireds; 15 electives New Curricula: "new mathematics" Program Emphasis: on reading skills	7th Grade: 9 requireds; 4 electives 8th Grade: 8 requireds; 8 electives 9th Grade: 4 requireds; 17 electives New Curricula: SMSG math; BSCS biology Program Emphasis: on academics

TABLE 116 (Contd.)

Aspect of the School	Depressed Area Jr. H.S.	Privileged Area Jr. H.S.
Instructional Practices:		
Use of Educational TV =	Little usage	Little usage
Programmed Instruction=	None	None
Team Teaching	None	Very little
Teaching Machines	None	None
Formal Research in School:	Little	Little
Number of Extra-Curricular Activities for Pupils	20 total activities	20 total activities
Activities: Pupil Ratio	1:60	1:48
Major Type of Extra-Curricular Activity	Athletic activities	Athletic activities
Administration of School:		
Administrators	1 principal, 1 asst. principal	1 principal, 1 asst. principal
Secretary-Clerks	3 secretary-clerks	2 secretary-clerks
Teaching Staff of School:		
Number of Teachers	Over 40 teachers	34 teachers
Teacher-Pupil Ratio	1:25.6	1:26
Educ. Preparation	73 per cent: B.A. or more 27 per cent: M.A. or more	70 per cent: B.A. or more 30 per cent: M.A. or more
Average Tenure in School	4 years	6 years
Average Total Experience	8 years	11 years
Avg. Yearly Staff Turnover	30 per cent	22 per cent
Typical Type of Instruct Instruction	Lecture	Lecture

A "Typical" Depressed Area Senior High School

The typical depressed urban area senior high school, like the depressed area junior high school, is located near the core of the city in an older residential locale. The setting,which once served as the residential area for a substantial native populace, is now the living area for the much less affluent in-migrant population. Unlike the plant serving the junior high school, the high school building is somewhat newer in construction than its neighboring structures. Like the junior high school, though, the site of the plant is small since it is bounded on all sides by well-traveled city streets. Most of the area around the school building is black-topped and serves as a parking and delivery area. Since the school abuts on the city streets and sidewalks, and has limited site area, little or no landscaping is in evidence. In this respect, the school closely resembles the neighborhood.

The plant which houses the depressed area high school contains approximately 60 general and special classrooms for all school activities. Since the building was probably constructed not more than 25 years ago, many of the newer concepts in school architecture are in evidence. For example, classrooms seem to have adequate heating, lighting, and ventilation, and are in generally good repair. However, much of the credit for the condition of the building is due to minor renovation and to good maintenance by the custodial staff. The school facilities will include nearly 40 general purpose classrooms; a central library; a cafeteria; an auditorium with seats for half the enrollment;

a study hall area; a divisible gymnasium with separate shower and locker facilities; a homemaking suite with a foods and a clothing area; a shop area with a woodworking shop, a metals shop, a mechanics area, and a mechanical drawing room; a music area with vocal and instrumental rooms, with practice rooms, and with a storage room; a business education suite with a typing room and business machines room; a science suite with two biological science rooms, two physical and general science rooms, and a chemistry laboratory; and a fine arts area with two arts and crafts rooms. Although they could be considered adequate to the classroom activities, the equipment and facilities are certainly not modern. Teachers who work with the various instructional devices are quick to cite the need for more equipment, for newer instructional materials, and for better audio-visual aids.

More than 1800 pupils attend the depressed urban area senior high school, coming to the school from socioeconomically disadvantaged backgrounds. Since the high school serves a much larger attendance area than the junior high school, its student enrollment will be more diverse in terms of background, interest, and ability. However, several generalizations may be made. At least 80 per cent or more of the students are Negro youth, and the number of white youngsters attending the school will be from homes in which poverty has been a familiar condition. Many of these youngsters will be from one-parent homes, or from a home situation in which welfare payments or unemployment compensation are an ever-present part of life.

A concomitant to the deprived or unstable family background is the poor academic motivation displayed by many of the pupils. Either the student has never had cause to want to succeed academically, or if he has had any success in school it is often not reinforced in the home. The lack of educational motivation also derives from the transiency of depressed area families. Some students will have attended a dozen or more schools by the time they reach the high school level. In the typical depressed area high school there will be a 15 per cent turnover in student enrollment during the school year. The high dropout rate for the school, almost 10 per cent of the total enrollment in a year's time, would seem to reflect the academic apathy of many pupils. Finally, the lack of academic interest, or at least the feeling of futility, is reflected in the low percentage of graduates who enter college or some other form of post-high school training. Approximately 18 per cent of the depressed area high school's graduates will enroll in college, and another 15 per cent may take some form of post-high school training.

The major interests of the pupils, according to the perceptions of their teachers, guidance counselors, and school principals, are in terms of short-range versus long-range goals. A real concern evidenced by the youngsters is with the gratification of physical and social needs, and such long-range goals as vocational preparation have less significance. Teacher perceptions of the student populace, as expressed in their selection of adjectival descriptions on a printed checklist, are reflected in such words as "changeable," "informal," "indifferent," "unpredictable," "active," "lazy," "imitative," "mischievous," "gregarious," and "disruptive" (Table 78).

The typical organizational structure of the depressed urban area high school includes grades 9 through 12. Although the city has junior high schools serving grades 7 through 9, some of the inner-city schools still operate K-8 elementary schools. Therefore, the senior high school must provide a ninth grade for graduates from these schools. Most of the student enrollment for the high school comes from several junior high schools within the school's attendance area. The length of the instructional day in the depressed area senior high school is about six hours, excluding non-instructional activities. The school has nine class periods of 45 minutes' duration, and has a morning homeroom period of 15 minutes. The school year for the high school consists of about 183 days of classroom activities.

Students are grouped for instruction in the school, with three general groupings being utilized--high, average, and basic levels. Although the grouping is intended only for instruction in the academic areas, the frailities of scheduling tend to perpetuate the groupings in all curricular activities. Three criteria serve as determinants for placement of students in groups. These are test scores on achievement and intelligence test scores, past academic performance by the pupils, and teacher recommendations.

The depressed area high school provides study hall facilities, which are separate from the central library. Students are free to utilize the facilities of the library which include the services of a librarian, approximately 11,000 volumes of books, and seating for 7 per cent of the student enrollment. Approximately $1.87 is spent for library materials for every student enrolled in the school. According to the librarian, students make heavy use of periodical and reference materials, but they tend to avoid the use of library books.

The guidance services of the depressed urban area high school are provided by four full-time counselors. The major activities in which these are involved include the orientation and programming of new students, provision of individual and group guidance, administration and interpretation of standardized tests, counseling of underachievers, potential dropouts, and behavioral misfits, making school-home contacts, and vocational counseling and job placement. The tests which are administered to students are typically those required by the central school office. Among the tests regularly administered are the Henmon-Nelson Intelligence Test, the Differential Aptitude Test, and the School and College Ability Test. Optional tests which are given to those students who seem to have an interest in higher education are the College Entrance Examination Boards, the American College Test, the Preliminary Scholastic Aptitude Test, and the National Merit Scholarship Qualifying examination. However, according to the counselors, less than one out of five eligible students will take these latter examinations even if the cost is assumed by the school. The problems of youth with which the depressed area high school counselors must deal are largely those of an immediate social or psychological nature. As a consequence, concerns such as preparation for college entrance have come to hold less status in the professional task of the counselors.

The part-time services of a school nurse and a visiting doctor are available to the high school. In addition, the school receives the professional services of psychological and corrective personnel on a part-time or consultative basis. In the curricular areas, supervisory personnel from the central school offices work with new teachers or with those having problems. However, the supervision provided the school is only available as a part-time service. A major portion of the curricular supervision comes to teachers through their department heads or through the school principal.

In terms of community support, the depressed urban area high school has a parent-teacher association. According to the principal, the attendance and support given by the community to this organization is less than adequate. This lack of support is illustrative of the expressed community apathy toward the school and its program, a concern cited by the school administrators and the counselors.

The instructional program of the depressed urban area senior high school includes approximately 90 subject offerings. Nearly 40 of the subjects are academic offerings (subjects in language arts, mathematics, science, social studies, and foreign language). The remaining 50 subject offerings are non-academic courses (subjects in business education, driver education, music education, art education, home economics, industrial arts, physical education, and vocational education). In general, the school offers the students three courses of study--college preparatory, general studies, and commercial-vocational study. The minimum requirements for graduation for all students call for 16 credits, which include 4 units of English, 1 unit of mathematics, 1 unit of science, 3 units of social studies, 1 unit of health and physical education, and 6 units of electives. Based upon the selection of subjects and upon pupil enrollments in various subjects, most students are participating in the general course of study. The next largest enrollment in a course of study is that which is found in the commercial-vocational studies. With respect to the number of sections derived by the practice of grouping for instruction (high, average, basic groups), the predominant enrollment of pupils are contained in the average sections.

Several aspects of the instructional program should be cited at this point. First, the program is fundamentally traditional with respect to content and instructional activities. With the exception of the recent addition to the program of one of the "new mathematics" materials (e.g., S.M.S.G.) and one or two of the new science curricula (e.g.,P.S.S.C.,S.M.S.G.,Chem Study),the school program has not changed substantively. The school is not involved in any experimental activities or programs other than the use of the new curricula, with the possible exception of "action research" by individual teachers. Rather, most of the efforts of departmental areas and individual teachers have been directed toward strengthening the existing subject offerings. The instructional activities utilized in the presentation of subject matter are also essentially traditional. The visitor to the classroom in academic and non-academic areas finds that lecture, recitation, and discussion predominate in classroom activities. Little use is being made of audio-visual materials or of instructional aids such as educational television. There is no formalized team teaching in the school, although the principal indicates that teachers work cooperatively in the presentation of some subject matter. There is no evidence of the use of teaching machines or of programmed instruction within the program. The instructional personnel of the school express a concern about the inadequacy of materials, equipment, and facilities available to the teacher. They also express the belief that these shortages, the lack of time, and the excess class size are the major deterrents to personal experimentation and to improved instruction.

The depressed area senior high school offers its students some 30 extra-curricular and co-curricular activities. These involvements are elective to the student and involve both in-school and after-school time. The kinds of activities made available to the students are varied but the largest number center around athletics. Activities which are built around subject areas or which represent honors in subject areas make up the next largest number of pupil involvements. The remaining activities include service clubs, hobby clubs, and musical activities. Pupil involvement in the extra-curricular program is not as heavy as the school administration and the counseling staff would desire. Both of these staff areas would like to increase the number and kinds of extra-curricular activities, but the availability of sponsors, facilities, and financial support is limited.

The strong points in the total program of instruction, as suggested by the administrative, counseling, and instructional staff, are the "practical offerings" in the program and the co-curricular activities in the areas of athletics, music, and arts-drama. The practical offerings include subjects in the areas of industrial arts, home economics, business education, and vocational education. The co-curricular offerings include such activities as intramural and competitive sports, concerts, art shows, and plays. Cited as weaknesses in the program by the school staff were the academic offerings as they now exist. Most members of the staff express the concern that the academics are too irrelevant and too complicated for many students--at least in their present form. A final suggested weakness is the lack of program designed to meet the needs of retarded or low-achieving pupils.

Three administrators, a principal and two assistants, provide the educational leadership in the depressed urban area senior high school. One of the assistant principals works with pupil personnel and attendance matters. The second assistant works with the principal in the general administration of the school, in program and schedule design, and in pupil activities. The principal is overseer of the total program, is charged with instructional leadership, and is deeply involved in building better school-home-community relations. Each of the administrators holds a master's degree and has been in the city school system for most of his professional career. The principal has at least 25 years of prior professional experience, and his two assistants will have from 10 to 15 years of experience. In general, at least two of the administrative staff are working in a depressed area school because of personal choice. The third member of the staff may have been sent to his present position as part of his training for eventual principalship in another area of the city. The clerical staff for the depressed urban area high school consists of five secretary-clerks. This represents a ratio of one secretary to each 360 pupils.

Four guidance counselors serve the pupil enrollment of 1800, which represents a counselor load of 450 youngsters per person. Three of the four counselors will hold masters' degrees and the fourth member of the staff will have a bachelor's degree. The average experience of the staff will consist of from 10 to 15 years of professional service. As was indicated in an earlier account of the primary services rendered by the guidance staff, a large proportion of the staff's time will be devoted to the counseling of pupils in regard to social, psychological, and academic problems--matters which represent immediate rather than long-range concerns.

The library services, as mentioned earlier, are provided by one librarian. This person holds a bachelor's degree in an academic area, but has sufficient hours in library science to meet certification requirements. The librarian has from 10 to 20 years of total professional experience and has been in her present assignment for almost half that time.

The teaching staff of the depressed area high school consists of 70 teachers. All of the teachers have at least a bachelor's degree, and 37 per cent of the staff have at least a master's degree. The staff is relatively young, and the average tenure for all teachers in this school is about seven years. The average total experience per teacher, when all teachers are considered, is just over eleven years. The secural and retention of a competent staff is a problem which the administration has noted. Based upon the figures for the past several years, there is an average staff turnover of almost 25 per cent per year. The principal believes that this figure could be substantially reduced if he had more part in the selection of teachers for assignment to the school. The teacher-pupil ratio in the high school is 1:25.7 when the staff of 70 is compared with the 1800 pupils. Approximately 5 per cent of the total staff has more than 170 pupils per day for instruction. However, most of these teachers are in non-academic areas such as physical education and music.

As was the case with their counterparts in the depressed area junior high schools, staff members of the high school acknowledge the existence of a pupil population which is educationally deprived and which lacks the motivation characteristic of middle-class youngsters. Also, the same teachers cite the inappropriateness of much of the academic content of the instructional program. However, in a visit to the classrooms of the same personnel, the observer finds the teacher lecturing, giving directions, or conducting a question-answer session. In short, the major focus of attention in classes usually is on the content or subject matter rather than on the applications or implications of that content.

The perceptions of the teaching staff in the depressed urban area high school about their role, about the origins of their teaching behavior, about the ways they determine class goals, and about the important goals for their pupils are almost identical to those perceptions held by high school teachers in privileged areas of the city (Table 115). By their responses to the printed Teacher

Inventory, the high school staff indicated that their primary role was "director of learning," and that their least important role was "community member." The "situation" and "experience" were selected as the two key determinants of teacher behavior, while "emulation" of other teachers held least importance for the teacher. The teachers indicated that they used a direct means of setting class goals, and were "manipulative" and "directive" in their approach. Finally, with respect to the perceived goals that are important to their students, teachers in the depressed area high school selected "character," "motivational," and "intellectual" as their primary objectives and assigned a less-important status to the goals "vocational," "civic," "physical," and "aesthetic."

A brief review and comparison of selected aspects of the make-up and program of depressed area and privileged area senior high schools is presented in Table 117 of this chapter. The reader is encouraged to turn to that table for a more concise view of programs.

A "Typical" Privileged Area Senior High School

The typical privileged urban area senior high school, like the privileged area junior high school, is located in an outer residential section of the city. The setting of the high school is in a well-established middle- to upper-middle socioeconomic neighborhood in which the homes are less than twenty years old, and still have a high resale value. Most of the families in the area have long been residents in the community and the stability in population is the highest found for any area of the city. The original landscaping and the conscientious upkeep of the neighborhood by long-time residents have produced an area which is both attractive and clean, and which enhances the desirability of the area. There is probably an equally well-kept municipal park and recreation area in the vicinity of the community, which has helped to keep youngsters off the streets and which has eliminated much of the clamor and noise associated with play activities.

The site on which the high school plant is situated is large enough that there will be attractive landscaping around the buildings. In addition to a large area for faculty and student parking, the site will include outside athletic facilities for such sports as football, track, baseball, and tennis. In general, the plant and area will not only present an attractive addition to the community, but the school facilities will be far enough removed from the streets to reduce noise and to provide a safety factor.

The school plant is about the same age as the surrounding residences, having been built in the early 1950's. The building, which is a two- or three-level rambling brick structure of modern design, has probably had a structural addition within the past five or six years. The school plant includes 80 classrooms, 55 of which could be classed as general classrooms. The plant also contains a large central library, two large study hall rooms, a large auditorium with seating for more than half the student enrollment, a large cafeteria and kitchen, two gymnasiums with separate shower and locker facilities, a homemaking suite with two foods and two textiles rooms, a shop area with two wood shops, a metals shop, a mechanics-electrical shop area, and a mechanical drawing room, a music area with large vocal and instrumental rooms, with practice rooms, and with a storage room, a business education suite with two typing rooms, a business machines area, and a production room, a science suite with two biological science rooms, two physical-general science rooms, and a chemistry laboratory, and a fine arts area with two arts and crafts rooms. The classrooms and their facilities, as well as the available instructional equipment and materials, are of modern design and are in good general repair.

More than 2000 pupils attend the privileged urban area senior high school. The large majority of the students come from middle- to upper-middle socioeconomic backgrounds in which both material and social advantages have been a concomitant part of life.

In respect to the racial make-up of the student population, more than 90 per cent of the students are white. The large proportion of the pupils come from relatively stable home backgrounds in which the head of the household has steady employment. Also, there is generally a parent at home during the day, or at least when the student arrives there at the end of the school day. Most of the students are future-oriented, and have definite plans to enter college or some other post-high school training. The academic motivation of pupils is generally high since students know that a good high school education is prerequisite to higher education. In addition, the direct and indirect pressures of parents, peers, and the community to succeed academically and socially tend to reinforce present student motivation.

In the typical privileged area high school there is a general stability in pupil enrollments. According to the estimates of the school principal and guidance personnel, there is annual 6 per cent turnover in student enrollments, in contrast with the 15 per cent turnover in the depressed area high school. The estimated dropout rate for the school is just over 5 per cent of the total enrollment for the entire year, as contrasted with the estimated 10 per cent dropout in the depressed area high school. An indication of the academic inclination of the students is seen in the percentage of graduates who will enter college. The school officials estimate that 65 per cent of the graduates will enroll in college, while another 12 per cent will enter other post-high school training (as contrasted with an estimated 18 per cent college-bound and 15 per cent post-high school training entrants in the depressed area high school).

The major interests of the pupils, as perceived by their teachers, counselors, and school principals are both immediate and long-range. The immediate interests include involvement in social activities, achieving good grades in school, and enjoying the material blessings available to them. The long-range interests focus on the acquisition of a college education; the attainment of a desirable occupation; courtship, marriage, and a family. The pupil populace is viewed positively by the instructional personnel. In their selection of adjectival terms to describe the students, the teachers in the privileged urban area high school gave high ranking to such terms as "active," "neat," "interested," "agreeable," "expressive," "outgoing," "curious," "aware," "courteous," and "gregarious" (Table 78).

The organizational structure of the "typical" privileged urban area senior high school consists of three grades, 10, 11, and 12. Most of the student enrollment comes to the school from several junior high schools within the high school's attendance area. A recent policy, called "open enrollment," has caused the school to take in a few city students from other attendance areas. Under this policy parents may transport their children, at their own expense, to another school that offers a subject or course of study not available in the local area school. Therefore, the privileged area school will have a number of "outside" students (as much as 5 per cent of the total enrollment) in the student body. These youngsters will almost without exception be highly motivated and academically talented youth, so the open enrollment policy will not adversely affect the local program.

The length of the instructional day in the privileged area senior high school is about six hours, excluding the lunch period, time for passing between classes, and other non-class activities. The class schedule includes eight periods of 45 minutes' duration, in addition to a 15-minute morning homeroom period. The school year consists of 183 days of in-class activities.

Students are grouped for instruction in the senior high school, with "ability" serving as the determinant for group placement. The bases for determination of proper placement of students are pupil scores on standardized intelligence and achievement tests, past performance by the pupils, and teacher-counselor recommendations. In contrast with the depressed area senior high school which utilizes three general groups, the privileged area school uses four groupings. In addition to the basic, the average, and the high groups used by the depressed area school--which are suggested by city policy--the privileged area senior high school has added an "honors" or "academically-talented" grouping for the exceptionally high achievers. An extra provision is made for the academically talented students in the form of several courses with Advanced Placement credit.

The privileged area senior high school provides study halls during each period of the day in facilities separate from the central library. Students may secure passes to use the library during study periods or during class time. The facilities of the library include the services of a librarian, approximately 13,000 volumes of books, and seating capacity for 8 per cent of the total enrollment. Approximately $2.57 per pupil is spent for library materials during the school year. According to the librarian, the students make heavy use of periodical and reference materials, and they also check out a substantial number of books for personal reading.

The guidance services of the privileged area high school are provided by five full-time counselors, or at least four counselors who have part-time assistants,making an equivalent of another counselor. The major activities in which the guidance personnel are involved include the orientation and programming of new students, the provision of individual and group guidance, the conduct of college counseling and occupational information services, the administration and interpretation of standardized tests, and the provision of scholarship and loans information. The tests which are regularly administered to students are largely those required by the central school office. Among the tests regularly given to the students are the Henmon-Nelson Intelligence Test, the Differential Aptitude Test, and the School and College Ability Test. The counselors are free to utilize other tests, and on occasion do try special tests of interest and ability. Optional tests which are offered for the students who are interested in higher education are the College Entrance Examination Boards, the American College Test, the Preliminary Scholastic Aptitude Test, and the National Merit Scholarship Qualifying examination. According to the counselors, at least 65 per cent of all eligible students will take at least one of the optional tests. Half of the students will take at least two of the tests, and one-fourth of the students will take three or more of the tests. In short, a large portion of the counselors' time is devoted to the orientation and preparation of students for college entrance. To this end, a follow-up program is being developed by the guidance area as an assessment of the effectiveness of the total school program.

The privileged area senior high school, like its depressed area counterpart, receives the part-time services of a school nurse and a visiting doctor. In addition, the part-time professional assistance of such special personnel as a school psychologist and corrective specialists are available to the school. Special supervisory personnel for each of the curricular areas visit the school and work with new teachers or with instructors having problems. However, the supervision is only available on a limited basis, and most supervision comes to the teachers through department heads or through the school principal.

Community support for the school is outstanding. The school has a parent-teacher association with a large membership and with a high rate of attendance. In addition to the social, public relations, and financial support of this group, the school has the backing of a Booster's or Dad's Club and a Mother's Club. According to the school principal, if the community really feels that the school has need of equipment or some special facility, that need is eventually alleviated by the interested school-community groups. In general, teachers, counselors, and administrators do not hesitate to contact homes to work out problems of individual pupils. The homes, in turn, are usually quick to respond and to work with the school in eliminating such problems.

The instructional program of the privileged urban area senior high school includes approximately 103 separate subject offerings, as compared with 90 offerings in the depressed area high school. Some 50 of the subjects available are academic offerings (subjects in language arts, mathematics, social studies, and foreign languages). The remaining 53 course offerings are non-academics (subjects in the areas of business education, driver education, music education, art education, home economics, industrial arts, physical education, and vocational education). Since 40 of the depressed area high school's offerings are academics, and 50 are non-academics, the reader can see that 10 of the 13 extra offerings found in the privileged area school are academic subjects. This, of course, would seem to be in keeping with the emphasis in the privileged area school program. The school offers three general courses of study--college preparatory, commercial, and general studies. The greatest emphasis in the program of studies is on the college preparatory course, and over half the student enrollment will be found in this area. Of the remainder of the students, an almost equal portion may be found in the commercial-vocational and general courses of study, with a few more students in the commercial area. The minimum requirements for all students who wish to graduate call for a minimum of 17 units of credit which include 4 units of English, 1 unit of mathematics, 1 unit of science, 3 units of social studies, 1 unit (equivalent) of health and physical education, and 7 units of electives. The number and the type of minimum requirements for the privileged area high school compares favorably with those of the depressed area high school (for grades 9 through 12). The only difference lies in the extra unit of required credit for students in the privileged area high school, credit which may be earned in an elective area. With regard to the number of sections created through the practice of grouping for instruction (honors, high, average, and basic groups), the predominant number of pupils are contained in the high group. The remaining proportions of pupils are contained in the average, the honors, and the basic groups--in that order.

The program of studies in the privileged urban area senior high school is fundamentally traditional with regard to content and types of instructional activities. However, the program is undergoing a gradual change in both scope and content. For example, whereas students once had but several choices in the field of foreign languages, and then could only receive several years of experience, there are now available at least four language offerings with a four-year sequence in each language. The student in the area of mathematics has at least seven subject selections, of which at least one course will provide Advanced Placement credit or training in college mathematics. Also, the mathematics program will include the new curriculum materials such as those in the SMSG program. The science area will have available to students the new science materials as contained in the BSCS, the PSSC, and the Chem Study types of new curricula. Advanced Placement courses, which allow the advanced student to attain college credit while remaining in the high school program, are available to students in the area of English, social studies, mathematics, and science. In the area of social studies, the addition of new courses such as sociology, economics, and psychology allow the students more latitude in the selection of electives. In the non-academic areas, as in the academic areas, the privileged area high school has had more additions to program rather than actual changes or revisions. In the area of business education, for example, students have the opportunity to acquire more credits and to receive a variety of experiences as new courses have been added to the program (business machines, business law, consumer economics, salesmanship, etc.). The areas of music and art have not only added new offerings, but have made provision for four full years of involvement in the particular program. The area of home economics has seen the addition of such offerings as family living, home management, and home decoration, all of which offer the student four full years of curricular experiences in the area. Finally, the area of industrial arts has received curricular additions (electronics, architecture, graphics, power mechanics, etc.) which allow interested students a full four-year sequence of different shop activities. In summary, the program is built on the traditional academic and non-academic subject offerings, and although there are some curricular changes such as those which have come through the new national curricula (PSSC, BSCS, SMSG, etc.), the greatest change has been the increase in numbers of subject offerings in various areas of the curriculum.

The privileged area high school is involved in at least one or two activities which might be called "experimental." More than likely, two or three teachers in a subject area are conducting a local team-teaching project, which has been in operation only for a year or two. One or two teachers will probably be utilizing educational television as an adjunct to their classroom instruction. The only other experimental activities in the school will probably be individual projects by individual teachers, most of which are not known to other staff members. The instructional activities within the classroom are essentially traditional. The visitor to classrooms in academic and non-academic areas finds that lecture, recitation, and discussion predominate in all class activities. Some use is made of audio-visual materials and instructional equipment, but verbal activity is the most apparent basis of classroom activities. Unlike their colleagues in the depressed area high schools, the teachers in the privileged area school do not express the feeling that they are really handicapped by a lack of materials or equipment. They do concur with their depressed area colleagues, however, in the observation that excess class size, the shortage of time, and a heavy teaching load are the major deterrents to personal experimentation, to innovation, and to improved instruction.

The privileged area senior high school offers its students some 46 extra-curricular and co-curricular activities, 16 more activities than are available to students in the depressed area high school. The greatest limitation on the number of extra activities provided by the school is that of the lack of sponsors. The administration and the counseling personnel feel that the program of extra-curricular activities could be enlarged and improved, but cite the lack of teacher sponsors. The teachers, in contrast, have expressed the feeling that the extra-curricular offerings are adequate both in number and variety, and that more pupil time should be given to curricular pursuits. Like the extra-curricular program in the depressed area high school, sports and sports-related activities comprise a significant part of the privileged area school's extra-class activities. However, activities associated with academic areas and with service functions each provide as much basis for the extra-curricular program as do sports. Finally, hobby clubs and musical pursuits make up the remaining major club activities.

The strong points in the total program of instruction for the privileged urban area senior high school, as identified by the administrative, counseling, and instructional personnel, are the strong academic program and the strong extra-curricular program. Cited as supporting factors for the strong program of instruction in the privileged area senior high school are the supportive community, the highly motivated pupil populace, and the strong instructional staff. Two "lacks" or weaknesses in program are suggested by teachers, counselors, and administrators. First, the college-oriented program does not offer a sufficient number of "practical" subject offerings for non-college-bound youngsters. Also, the present program does not include adequate provision of remedial instruction for retarded or slower-learning pupils.

Three administrators, the principal of the school and two assistants, provide the educational leadership for the privileged urban area senior high school. One of the assistants works with scheduling, pupil personnel, and attendance matters. The second assistant works with the principal in the areas of curriculum and instruction, and has charge of all pupil activities. The principal provides leadership for the entire program, working as a "perceptive generalist" in his relations with staff. A large portion of the principal's in-school and out-of-school time is devoted to the maintenance of the good school-community relationships, and to the perpetuation of the "good image" the school now holds in the public's eye. All of the members of the administrative staff hold masters' degrees, and all have spent most of their professional careers in the city school system. The principal has at least 35 years of prior professional experience, and his two assistants have 26 years and 15 years of experience, respectively. In all likelihood, the principal has served as administrator in one or two inner-city schools, and has been "promoted" to his present position where he will probably complete his professional career. The assistant principals will eventually assume a principalship in this school or in another school within the system. The clerical staff for the privileged area high school consists of six secretary-clerks, which represents a ratio of one secretary to 333 pupils.

Five counselors serve the pupil enrollment of more than 2000, representing an approximate ratio of one counselor to 400 students. All of the guidance staff will hold masters' degrees, and the average experience of the staff will consist of from 20 to 25 years of professional service. As indicated earlier, the large proportion of the counseling staff's time will be devoted to counseling students in academic matters and in preparation for entrance into college.

The library services for the privileged area high school, as suggested earlier, are provided by one librarian. However, one full-time adult clerk is provided as a library assistant, giving the school an equivalent of two librarians. The regular librarian holds a bachelor's degree in library science, and has over 25 years of professional experience. At least ten years have been spent in professional service in the present assignment.

The teaching staff in the privileged area high school consists of 80 teachers. All of the teachers possess at least a bachelor's degree, and 44 per cent of the staff have at least a master's degree. The staff is young to middle-aged, and the average tenure for all teachers in the school is about seven years. The average total experience per teacher, when all teachers are considered, is nearly twelve years. The selection and retention of a stable staff is a problem which has not yet been solved by the large city school. Based on the figures for the past year, there was a staff turnover of 18 per cent. The principal of the school cites as reasons for staff change such things as marriage, pregnancies, and promotion of teachers to supervisory or administrative positions. The teacher-pupil ratio in the privileged area high school is 1:25 when the staff of 80 teachers is compared with 2000 pupils. Nearly 10 per cent of the instructional staff have more than 170 pupils per day in classroom situations. Most of these teachers, however, represent non-academic areas such as physical education, industrial arts, and music.

Based upon the expressed perceptions of their role, as well as the perceived aspects of their training which were most important, the teaching staff places heavy importance upon subject matter concerns. This is in direct contrast with depressed area school teachers, who at least express first concern with pupils and their problems. A visit to the classrooms of the privileged area high school teachers verifies the subject-centeredness of these teachers. Much of the classroom activity centers around lectures by the teachers, direction-giving by the teacher, and the conduct of question and answer sessions. In short, a majority of the classroom time is spent in content-giving, with little time spent in making applications or in drawing implications from the data.

The perceptions of the teaching staff in the privileged urban area senior high school about role, origins of teaching behavior, ways of determining classroom goals, and about goals of education, are nearly identical to the perceptions of their colleagues in the depressed area schools of the city (Table 115). Like all city-area teacher respondents, the privileged area senior high school teachers indicated that their primary role was that of "director of learning," and that their last important role was "community member." "Situation" and "experience" were selected by the privileged area teachers as the two key determinants of their teaching behavior, while "emulation" of others was given least ranking. The privileged area respondents indicated that they, like their depressed area school colleagues, were "manipulative" and "directive" in their approach to setting class goals. Finally, the only area of difference in teacher perceptions was that of the goals of education. The privileged area teachers felt that "character," "intellectual," "motivational," and "psychological" development represented the most important goals for the students in their school. The depressed area teachers assigned "intellectual" to a lesser status, as they did "psychological," than did privileged area teachers. The least-important ranking of goals, as selected by privileged area teachers, was given to the goals "civic," "vocational," "physical," and "aesthetic." These rankings are similar to those made by depressed area school teachers, except that "civic" goals were given less status than "vocational" goals by the privileged area teachers.

Finally, a brief review and comparison of selected aspects of the make-up and the program of depressed area and privileged area senior high schools is given in Table 117.

TABLE 117

The "Typical" Depressed Area Senior High School and the "Typical" Privileged Area Senior High School: A Summary Comparison of Selected Aspects

Aspect of the School	Depressed Area Sr. H.S.	Privileged Area Sr. H. S.
Setting of the School	Inner-city, depressed area	Outer-city residential area
Description of Site	Small, bordered by streets and dwellings, blacktop, fenced	Large, removed from streets and dwellings, landscaped, grass-covered
Age of Building(s)	25 years old	23-25 years old
Number of Classrooms	60 total rooms (general & special)	80 total rooms (general & special)
Size of Enrollment	1800 students	2000 students
Racial Make-up of Pupils	80 per cent or more Negro	90 per cent or more white
Estimated Avg.Pupil I.Q.	95 to 100	105 to 115
Pupil Motivation	Low academic motivation	High academic motivation
Pupil Transiency	15 per cent yearly enrollment change	6 per cent yearly enrollment change
Pupil Dropout Rate	10 per cent annual enrollment dropout	5 per cent annual dropout
Take College Entrance Examinations	18 per cent of all eligible students	65 per cent of all eligible students
Enroll in College	18 per cent of high school graduates	65 per cent of high school graduates
Enroll in Other, Post-High School Training	15 per cent of high school graduates	12 per cent of high school graduates
Major Pupil Interests	Short-range;physical & social needs	Social activities; grades; college

TABLE 117 (Contd.)

Aspect of the School	Depressed Area Sr. H. S.	Privileged Area Sr. H. S.
School Services: a description	Guidance Services: 4 counselors Library: 1 librarian 11,000 vols. of books Seating for 7 per cent of enrollment $1.87 per pupil expenditure Health: Part-time nurse & doctor	Guidance: 5 counselors Library: 1 librarian; 1 clerk 13,000 vols. of books Seating for 8 per cent of enrollment $2.57 per pupil expenditure Health: Part-time nurse & doctor
Curricular Offerings	90 total subject offerings 40 academic subjects 50 non-academic subjects	103 total subject offerings 50 academic subjects 53 non-academic subjects
Course of Study With Largest Pupil Enrollment	General Studies	College Preparatory
Avg. Number of Advanced Placement Offerings	None	3 course offerings
Instructional Practices:		
Use of Educational TV	Very little usage	Very little (1 class per day)
Programmed Instruction	None	Very little
Team Teaching	None	Some (4 classes per day)
Teaching Machines	None	None
Instructional Materials, Equipment, Facilities	Fair to average	Excellent
Formal Research in School	None	Very little
Number of Extra-Curricular Activities for Pupils	30 total activities	46 total activities
Activities:Pupil Ratio	1:60	1:45
Major Type of Extra-Curricular Activity	Athletic Activities	Athletic Activities; academic-associated; service clubs

TABLE 117 (Contd.)

Aspect of the School	Depressed Area Sr. H. S.	Privileged Area Sr. H. S.
Administration of School:		
Administrators	1 principal; 2 assistant principals	1 principal; 2 assistant principals
Secretary-Clerks	5 secretary-clerks	6 secretary-clerks
Teaching Staff of School:		
Number of Teachers	70 teachers	80 teachers
Teacher-Pupil Ratio	1:25.7	1:25
Educational Preparation	63 per cent: B.A. or more 37 per cent: M.A. or more	56 per cent: B.A. or more 44 per cent: M.A. or more
Average Tenure in School	7 years	7 years
Average Total Experience	11 plus years	12 years
Average Annual Staff Turnover	25 per cent	18 per cent
Percent of Staff With Instructional Overload[a]	5 per cent	10 per cent
Typical Type of Instruction	Lecture	Lecture

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[a] Using NCA figure of 170 pupils per day maximum load.

A "Typical" Large City School System

Because of its size, and the scope and complexity of its operations, the large city school system has made organizational and administrative provisions for the conduct of its many enterprises. The major enterprise, the instruction of pupils, comes under the direction of a major division of the central school administration. This division, which is often labeled as the Division of Curriculum and Instruction, receives the professional leadership of an assistant superintendent. Since the areas of curriculum and instruction involve a concern for the instruction of youngsters from pre-kindergarten age to post-high school age, the division of instruction has been further divided to create separate areas of elementary education and secondary education. Usually, a director has been provided to oversee each area of instruction and to provide leadership for the curriculum specialists, supervisors, principals, department heads, and teachers in the area.

The researcher included as an integral part of the data-gathering process an interview with the central staff representative who was most closely associated with the conduct of secondary education programs in the city school system. In addition to the request for printed materials and other data which would give insight into the larger program of secondary education, the director of secondary education was asked to answer questions about specific and general aspects of program. Selected questions asked of the director, as well as his replies, are hereinafter presented to give the reader insight into an extra dimension of the programs of instruction in large city schools.

The director of secondary education was asked to identify the major problems confronting the programs of secondary education in the large city. Cited as the central problem confronting the large city school system was the vast enrollment change which has come with the recent in-migration of ex-rural area residents. The mass influx of these people has not only greatly increased school enrollments, but it has generated population shifts within the city, making for significant pupil turnover in local schools. Problems which have been created by these changes are those of securing an adequate number of teachers, and those of providing a program which makes allowance for the wide range of individual and group differences.

According to the director, the major limitations that face the large city school system in its quest for change and improvement in programs of secondary education are financial and organizational. The lack of adequate funds was cited as the major restriction on improvement of programs. A second restriction on change and improvement is that of organizational size and bureaucracy. Because of the size of the system, the many schools, the numerous personnel, and the established policies and procedures, a state of poor communication exists. In the words of the director, "Whenever we undertake a plan to change some aspect of the program, we run into the reality that there are so many persons to consult and deal with--and then there are the limits of tradition and policy--that eventually the original idea is so 'watered down' that it is ineffectual or is discarded."

Several practices and policies were identified as facilitators of change and improvement in programs of instruction. The most popular practice utilized by the large city school system has been that of forming committees to deal with problems of instruction, with the selection of instructional materials, and with the design and dissemination of curriculum guides. The second most influential factor in curriculum improvement was identified as the leadership exerted by individual school principals in local school settings. Finally, the central office personnel have discovered that a priority action step is that of getting teachers to see the need for change. In short, those who would propose change must build a good case for the proposal, and have the data to substantiate their reasons for change.

The director of secondary education was asked to cite practices that were employed to promote communication and articulation of needs between local schools and the central office. Among the many practices utilized by the large city system, the most common is that of committee and council activities. The administrative organization has included as an integral part of its activities a Superintendent's Advisory Council (composed of teachers and administrators), a Teachers' Advisory Council, and various other permanent and ad hoc committees. A regular practice by the central administration has been that of publishing and distributing regular information bulletins and guides. Finally, a large share of the responsibility for the conduct of communication between local schools and the central administration has fallen to the school principal. The central office looks to the principal to "keep his finger on the pulse of the public" and to keep that office informed of the patient's health.

"What provisions are made within the program of instruction for the differences in youngsters served by schools in contrasting settings?" In answer to this question, the director of secondary education suggested that the "comprehensive" secondary school had enough curricular diversity to allow for individual interests and needs. Also, the director indicated that other than the minimum requirements set down for all pupils, there was freedom to build individual programs. Finally, practices and policies such as grouping for instruction, multiple textbook adoption, compensatory education, remedial instruction, and special supplementary materials were suggested as provisions for differences.

In response to the question of the amount of freedom by schools to experiment and promote innovation, the director of secondary education indicated that such action was encouraged. With the exception of the requirement that experimental activities be cleared with the central curriculum personnel, local schools reputedly have no other limitations than their own concerns.

Textbooks for the secondary schools in the large city system are selected by a textbook committee appointed by the superintendent. This committee, composed largely of teacher representatives from the subject area and from several schools, review the many state-approved texts, make final selections, and recommend those choices to the superintendent. The superintendent recommends adoption of the texts (generally there is a dual adoption to allow for ability differences), and the board of education makes the adoption which lasts for a period of five years. Many other instructional materials are selected by the central administration, based on the recommendation of teachers, supervisors, and school principals. A minor portion of the instructional materials, instructional equipment, and supplementary aids are selected by the personnel in individual schools.

Trends in secondary education, as they are perceived by the director of instruction in the large city, are several. First, there is the universal trend toward a more comprehensive program in secondary schools. Second, there is the recent focus of attention and effort by governmental and private agencies on the improvement of urban area educational programs. A recent emphasis has been given to the improvement of instructional programs for both the gifted and the retarded learners. There is also the trend to improve and broaden the vocational education offerings in the secondary schools. Finally, the city schools are experiencing changes which have been fostered by computer scheduling, by the national curricula, by new instructional devices, by new instructional techniques, and by downward extension of subject matter content.

The sources of pressure for change and improvement which are being felt by the city school system are many. Perhaps the most significant pressure on the schools has come out of concerns with civil rights. Local organizations, such as religious and patriotic groups, service clubs and business groups, newspapers and social agencies, have provided a constant (and sometimes conflicting) source of pressure for change. Finally, the director of secondary education cited the national pressures which have come from private foundations, from governmental agencies, and from federal legislation--all of which have impact upon local plans and programs.

When he was asked to describe immediate steps he would take to improve the secondary school program--if he would have no limitations--the director of instruction suggested two emphases. First, he would employ a large number of exceptional teachers and would reduce the class load for all instructors. Next, the director would provide better plants, facilities, and equipment. Third, the director would provide direct professional supervision and assistance to instructional personnel. Finally, the director of instruction suggested that he would get the colleges to train teachers for urban area schools, and would have them develop in-service training programs and workshops for the urban area teachers already working in the schools.

Finally, in response to the question about the desired role of the university in assisting the urban school system, the director of secondary education had several suggestions. A key emphasis in the training of teachers for city schools should be on the psychology of learning and on the motivation of deprived youngsters. Colleges should train teachers for inner-city schools, giving all of them special training in the teaching of reading. There should be a special training program for junior high school teachers, with a focus on the make-up and the interests of the early adolescent youngster. The education of urban area teachers should include training in human relations, and should focus on teacher attitudes toward non-middle-class youth. The university should work with the city system in the conduct of research, and in the implementation of practices substantiated by that research. Lastly, in the opinion of the director, professors of teacher education should visit city schools and should be aware of the reality of teaching in the divergent situations.

With regard to the outlook for the secondary schools in large cities, the director of secondary education feels that they will become much more comprehensive, and will take on more vocational training, as well as more pre-college preparation. The concept of the "community school" is apparently here to stay, even though the large city system has allowed a limited "open enrollment" policy. According to the director, all schools in the city will become more comprehensive, enabling them to better fulfill their obligations to the local community.

CHAPTER VIII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The stated general purpose of this study was to develop a source of specific information about current programs of instruction in junior high schools and senior high schools serving contrasting socioeconomic areas in selected Midwestern large cities. The information sought in the study fell into two categories--data about programs per se, and data about the human dimension of secondary schools. Three kinds of data were utilized in the description of programs--*objective data, clinical data,* and *subjective or analytical data.*

Within the general problem area a number of specific questions were posed. These questions were not intended to represent all of the prominent concerns about programs of instruction or secondary schools. Rather, the questions were selected as representative problems which have become points of conjecture. Therefore, the questions which were asked became reference points for the researcher in all data-gathering activities, and served as guidelines in the construction of questions and instruments for data-gathering. The descriptions of the specific aspects of junior high schools and senior high schools which are contained in Chapters V and VI of this report, as well as the review of "typical" schools and city school systems in Chapter VII, represent the information collected in the attempt to answer the ten questions posed in Chapter II (pages 40, 41, and 42). Using that information, the writer will now attempt to answer the specific questions. In the "conclusions" section of the present chapter, which follows the answers to the questions, some conclusions and generalizations will be drawn. These statements will be based upon the foregoing questions and answers, and upon the experiences, insights, and impressions gained by the researcher during the data-gathering phase of the study. Finally, in the last section of this chapter, the writer has listed recommendations for study and for action by the administration and staffs of large city school systems.

The Original Questions

Question 1. Are programs of instruction in secondary schools serving youngsters in depressed socioeconomic areas of large cities different from the programs found in secondary schools serving privileged socioeconomic areas of the same cities? Specifically:

a) Are the subjects offered in depressed area secondary schools different from those offered in privileged area secondary schools in such aspects as kind, number, emphasis, or sequence?

In general, the kinds and numbers of subjects offered in large city junior high schools do not differ substantially between schools in depressed areas and schools in privileged socioeconomic areas of the same city. A greater difference in kinds and numbers of subjects occurs between schools in different city systems, and yet the inter-city variance is not extreme. A comparison of Table 37 with Table 65 in Chapter V gives the reader a picture of the similarities and contrasts in numbers of required and elective subjects offered in the junior high schools. Using the derived mean number of required and elective subject offerings, it becomes apparent that total number of requireds and electives for depressed area schools (20 and 24) is almost identical to the number in privileged area schools (21 and 29). The program of studies for seventh and eighth grade students is quite structured, and the number of required subjects for students in both types of schools is nine requireds in the seventh grade, and eight requireds in the eighth grade. By the time students reach the ninth grade, the number of required subjects has been reduced to three and four in the depressed area and privileged area schools. In contrast, the number of elective subject offerings available to students has increased from three and four in the seventh grade to fifteen and seventeen in the ninth grade of depressed and privileged area schools.

All seventh and eighth grade students in depressed area and privileged area schools were required to take language arts, social studies, mathematics, health and physical education. In all but one school all seventh and eighth graders were required to take industrial arts (boys), home economics (girls), and general music. In all but two schools all students were required to take science and art. The most common electives available to seventh and eighth graders, in order of numbers of schools offering them, were instrumental music, vocal music, French, Spanish, reading improvement, German, and Latin.

All ninth grade students, in depressed area and privileged area schools, were required to take English (or language arts) and health and physical education. In all but two junior high schools, mathematics was a requirement for ninth graders, and in all but four junior high schools some form of social studies was a requirement. Science was a requirement of ninth graders in only half of the junior high schools. The electives available to ninth grade students were more numerous and varied (an average of 15 choices in depressed area, and an average of 17 choices in privileged area junior high schools) than were those for seventh and eighth grade students. The ten most popular electives, in terms of the number of schools offering them, were--in order of occurrence--industrial arts (and variations), vocal music, arts and crafts, home economics (and variations), instrumental music, Spanish, general science, French, algebra, and Latin. Other electives which were available in half of the junior high schools were general mathematics, typing, speech and drama, and reading improvement.

In terms of emphasis and sequence, a general observation would be that the required subjects in all junior highs, depressed area and privileged area schools, are identical. However, in the realm of elective offerings, those available in depressed area schools focus more on skills (e.g., graphic arts, job relations, electricity, household mechanics) or remediation (e.g., remedial mathematics, remedial reading). The elective offerings in the privileged area junior high schools are more heavily academic (e.g., French, German, Latin, Spanish, S.M.S.G. mathematics, algebra, biology, project science, literature, geometry, journalism, library) than those common in depressed area junior high schools. In addition, the privileged area schools tend to have the more esoteric elective offerings (e.g., "theory and strings," news writing, speech and drama, auditorium, group guidance) than do their depressed area counterparts. With respect to sequence of subjects, that is largely determined by the list of requireds, upon the completion of which the student is free to indulge in elective offerings.

The curricular offerings of the depressed area and the privileged area senior high schools differ to a greater degree than did the subject offerings in the junior high schools. First, in terms of numbers of subjects available to students, a derived mean for the "typical" depressed area high school would show 89 subject offerings. In contrast, the derived mean number of subjects available to students in the "typical" privileged area high school is 103 (compare Tables 93 and 108, Chapter VI). The contrast in total number of subjects offered is consistent with the type of socioeconomic setting. For example, the school with the fewest subject offerings (74) was located in a depressed socioeconomic area, and only one of the seven depressed area high schools offered more than 100 subjects. In contrast, the most offerings for all schools (113) were presented by a privileged area school, and all but two of the privileged area senior high schools offered over 100 separate subjects.

In terms of the kinds and emphases of subjects offered, nearly half of the privileged area senior high school's program of studies is made up of "academic" subjects (as defined in Table 108, Chapter VI). In contrast, a little more than 40 per cent of the subject offerings in the depressed area high school's program of studies are "academic" offerings (Table 93, Chapter VI). An extra indication of the academic emphasis in the privileged area senior high school is that of advanced placement subject offerings. Four of the senior high schools were providing advanced placement courses (one school offered 11 sections of advanced placement), and one school had the staff and the permission to make such offerings but was waiting for the local universities to make arrangements for honoring AP credit. In addition to the advanced placement offerings, all of the privileged area high schools offer advanced courses, able student sections, or enrichment groups in the academic areas. Provision has been made in some subject areas for continued sequential involvement; for example, in most schools it is possible for the student to take four years of study in as many as four foreign languages. Finally, all of the privileged area senior high schools have adopted the new curriculum materials in the areas of science and mathematics (e.g., S.M.S.G., P.S.S.C., B.S.C.S., Chem Study).

Although the program of studies in the depressed area senior high school contains fewer "academic" offerings than the program of the privileged area school, the heart of the curricular program still lies in the "academics." The major difference in the curricular programs of the depressed area and the privileged area schools is that the depressed area school does not offer many advanced or enrichment courses, thus has fewer academic offerings. Since the depressed area school has nearly as many "non-academic" offerings as the privileged area school, the proportion of "academics is smaller, giving the impression that the program is non-academic. None of the depressed area high schools offer advanced placement courses. Nearly all of the schools, however, have one or more subject offerings in which the new curriculum materials have been adopted. These are available to advanced students, and are offered in addition to the regular curriculum.

Although there is no emphasis on the non-academic aspects of the depressed area high school's program of studies, the personnel in the depressed area high schools indicate that the "practical" offerings (industrial arts, home economics, commercial and vocational subjects) represent the relevant and strong points of the program. This is in direct contrast with the privileged area high school, where the avowed strength of the program lies in the academic areas, and where the emphasis is on the preparation of students for college entrance.

b) Are there any differences in enrollment patterns by subjects offered or by courses of study between depressed area and privileged area secondary schools within the same city school system?

Since the program of study for seventh and eighth graders in all junior high schools is largely restricted to required subjects, there is no difference in patterns of enrollment. Although the ninth grader has the freedom to select several elective courses, his selection is somewhat determined by the available offerings. The student in the privileged area junior high school, for example, will more often than not select several academic offerings for his electives. This is because of the preponderance of academics in the list of electives, because he has been counseled to plan ahead for college preparation, and/or because of parental and peer "pressures."

The depressed area junior high school student may elect an "academic" subject, but he is more likely to select a "practical" non-academic offering since these tend to predominate in the list of electives, or since they have in fact more practical value in his anticipated future.

The predominant pattern of enrollment in the privileged area senior high school is in a college preparatory course of study. An estimate of the percentage of the total school enrollment participating in the college preparatory program, as derived from the pooled estimates of counselor personnel, would suggest that 80 per cent or more are in that category. Based upon student enrollments in the academics, and drawing upon the estimates of counselor personnel, it would appear that more than half of the student enrollment in the depressed urban area high school are in the "general studies" course of study. The next largest proportion of the total student enrollment in both types of schools, depressed and privileged area, are taking a commercial-vocational course of study. The smallest student enrollment for the privileged area schools is found in the general course of study; the smallest proportion of the depressed area school enrollment is in the college preparatory course of studies. Finally, regarding the patterns of enrollment for pupils in the senior high schools, all schools in this study were accredited by the North Central Association of Colleges and Secondary Schools. Therefore, because of the minimum subject offering requirements which are common to all, a similarity in subject matter selection has been fostered.

c) Are there any differences in kinds and numbers of extra-curricular and co-curricular activities offered by depressed area schools when compared with privileged area secondary schools within the same city school system?

The extra-curricular and the co-curricular activities provided by depressed area and privileged area junior high schools are essentially similar, in both number and kind. The mean number of extra-curricular activities for both kinds of schools, for example, is 20 (Tables 37 and 65, Chapter V). The extra-curricular activities provided by junior high schools in both socioeconomic settings are centered around athletics, academics, music, services, and hobbies. The most popular form of extra-curricular activity in the depressed area school seems to be the athletics-related involvement. In the privileged area junior high school the athletics-related activities account for a significant number of extra-curricular involvements, but the academics-related activities and the services-related clubs also account for a significant proportion of the total program. Finally, in terms of pupil participation, there is a generally heavier and broader pupil involvement in activities in the privileged area junior high school.

The number of extra-curricular activities provided by the privileged area senior high school (a mean of 46) is significantly larger than those provided by the depressed area high school (a mean of 30), Tables 108 and 93, Chapter VI). A ratio, determined on the basis of student enrollments and numbers of extra-curricular activities for each group of schools, shows that the privileged area senior high schools provide one activity for each 45 students. The depressed area high school offers one activity for each 60 pupils (Table 117, Chapter VII). The extra-curricular activities in depressed area high schools center around the areas of athletics, service groups, and academic or non-academic subjects. Extra-curricular activities in the privileged area high schools are chiefly built around the areas of academics and honors groups, athletics, service groups, and music. Finally, in terms of student participation, a larger number of students in privileged area schools are involved in extra-curricular activities than are students in depressed area high schools. According to the counseling personnel in the two types of schools, the depressed area student will select one or two activities for personal involvement, while the privileged area student will become involved in many extra-curricular activities if he is allowed. A review of the lists of extra-curricular activities for the two types of schools, as contained in Chapter VI, would seem to support the observations about student involvement.

Question 2. Are there differences in the organization for instruction--length of school day, length and number of periods, grouping of pupils, provisions for study, etc.--when depressed area and privileged area secondary school programs within the same city system are compared?

There is little difference in the ways junior high schools and senior high schools have organized for instruction, when schools in the same city school system are compared. Basically, too, there is little difference in the organizational structure of junior and senior high schools even though they are located in different cities, with the possible exception of numbers or lengths of class periods. All secondary schools, with one exception, offered a fixed number of instructional periods of so many minutes' duration. The most common organizational pattern for daily instruction in junior high schools--as derived from a mean figure--consists of 8 classroom periods of 40 to 45 minutes' duration (Tables 66 and 67, Chapter V). The instructional schedule for senior high schools is made up of 9 periods of 40 to 45 minutes each (Tables 109 and 110, Chapter VI). Nearly all of the large city schools, junior high and senior high, utilize a 15-minute homeroom period in the morning for attendance-taking and group guidance (orientation) activities. Only two of the entire group of junior and senior high schools included an activity period as part of the daily schedule. The typical instructional day for both junior high and senior high schools consists of nearly 6 hours of class activities (Tables 66 and 67, Chapter V; Tables 109 and 110, Chapter VI). The school year was similar in length for all schools within cities and between cities, generally consisting of 182 or more days.

With regard to the provisions for study, all high schools provided regular study halls in facilities separate from the central library. In the junior high schools, the provision of study halls is not universal. In fact, four of seven depressed area junior highs did not provide study halls, while four of the seven privileged area junior high schools did sponsor study periods. The schools not offering study halls generally had longer classroom periods, and the reason given for the extra time was that teachers would be able to provide supervised study at the time and place of most consequence.

The grouping of students for instruction is universal in the senior high schools, while it is the practice in all but four of the junior high schools. Students are grouped by "ability" for the junior high school program, with the basic determinants of group placement consisting of scores on standardized intelligence and achievement tests, past performance by the student (grades), and teacher-counselor recommendations. There would appear to be no clear demarcation between the groups in junior high schools, with students falling into groupings on the basis of their rank-order location in the class listing of test scores. The first 25 students would fall into Group 1 or the "A" Group; the next 25 would be in Group 2 or the "B" Group, etc. Grouping is the practice in all high schools, and three general groupings are utilized in all schools--high achievers, average ability, and basic or low achievers. In most cases, the use of these groups was either a city policy, or was at least recommended by the central school office. An extra grouping was utilized in most of the privileged area senior high schools, to provide for the specially-talented or advanced students. This grouping either had the designation of "honors," "academically talented," "able students," or was represented by Advanced Placement offerings available to select students. Finally, a comparison of the enrollments of students in the four groups, based on socioeconomic setting of the school, reveals that the predominant number of students in the depressed area senior high school are in the middle or average ability sections. With the privileged area senior high schools, which have four general groupings, the predominant number of students are in "academic" or "high achievers" sections.

Question 3. Are there differences in the school facilities and in the kinds and amounts of teaching aids and instructional materials when depressed area schools are compared with privileged area schools in the same large city system?

In terms of the school plants and the physical facilities found in the large city areas, there was a substantial difference in age and condition when the facilities in contrasting socioeconomic areas were compared. For example, the school plants serving junior high school youth in the depressed area settings were twice as old (46 years versus 23 years average age of building) as the plants serving youngsters in privileged areas of the city. In addition, three of the older plants in the privileged area settings had received additions and/or renovations, as compared with additions to one building only in the depressed areas of the city (Tables 3 and 4, Chapter V). The difference in age and condition of the senior high school plants in contrasting socioeconomic settings was not as marked, but still represented a disparity in favor of the privileged area school (an average age of 19 years versus 24 years). Also, five of the privileged area high school plants had received additions to the building, while only three plants in the depressed settings had received additions (Tables 73 and 72, Chapter VI). Although there were exceptions within the contrasting groups of schools, the generalization could be made that the facilities of the privileged area junior and senior high school are more modern, are in better repair, and are better equipped to provide for curricular and extra-curricular activities than those found in depressed area schools.

With regard to the kinds and amounts of teaching aids and instructional materials available in secondary schools serving contrasting city settings, several generalizations may be made. First, in the matter of textbooks and supplementary materials, there was no substantial difference in numbers or kinds of materials available. All of the city school systems periodically review and make standard text adoptions for all schools. The books which are selected are then distributed to the schools, apportioned on the basis of numbers of students enrolled. One provision which influences the numbers and kinds of books available to schools is the policy of dual adoption. Most of the cities adopt a simplified textbook in addition to the regular text for students who are slower learners. Therefore, the schools with a large population of slow learners will receive these supplementary texts. Regular instructional materials, such as workbooks and expendable classroom supplies, are distributed to schools on the basis of student enrollment or school request. As a result of this procedure, there is little difference in number or kinds of these materials found in schools serving contrasting settings.

The greatest difference found between schools, in terms of instructional aids, was that of equipment such as audio-visual aids, laboratory equipment, shop equipment, homemaking equipment, and physical education apparatus. Because of the unavailability of inventories of supplies, and because of time limitations, the researcher did not obtain numbers of teaching aids. Rather, the assessment of equipment available in schools was restricted to personal observations of the investigator, and to the estimates and comments of the schools' instructional and administrative personnel. Based on these various sources, the generalization may be made that the instructional aids and equipment available to teachers and students in privileged area schools are superior to those available in depressed area schools. This superiority exists in the quality, kinds, amounts, and state of repair of materials available. The reason for the disparity in materials available does not lie fully with city school policies, but is often the result of local factors. For example, in a number of privileged area junior high schools, the administration pointed to equipment and supplies furnished by interested community organizations or by an active parent-teacher association. In two of the privileged area senior high schools, the school principals had entered and had been winners in a national contest, and had received as prizes over $3,000 worth of new audio-visual equipment for their schools. Finally, in several of the privileged area high schools and junior high schools, the student body had earned money through various activities, and had used that money to purchase equipment for the school. These kinds of extra assistance were almost non-existent in the poverty-stricken depressed areas of the city. Therefore, because of city school policy, which adheres closely to the practice of equal apportionment of equipment and supplies to all schools (usually based on pupil enrollment), the privileged area school indirectly acquires a superior store of materials.

Question 4. Are there differences in instructional procedures--such as team teaching, programmed instruction, televised instruction, project or independent study--when the programs of large city depressed area schools are compared with privileged area schools in the same city school system?

In general, there was little difference in the formal instructional procedures employed by teachers when depressed area and privileged area junior high schools were compared. In only two of the seven depressed area junior high schools was televised instruction being regularly used, and this was in one class of English, one class of biology, and several classes of eighth grade science. Similarly, in only two of the privileged area junior high schools was televised instruction regularly used, and this was in six classes of seventh and eighth grade science, and in a total of ten classes in general science, social studies, art, mathematics, and English. One of the fourteen junior high schools, located in a depressed area, was using programmed instruction in one English class and in one social studies class. Only one of the fourteen junior high schools, located in a privileged area of the city, had formalized team teaching. In this case, three teachers were combining their talents to present a course in speech, debate, and drama. One of the privileged area junior high schools made use of "academically talented" students as tutors, group discussion leaders, and as class foremen in the regular subject areas. One of the depressed area junior high schools had tutors who came into the school during the afternoon from a local university to help pupils during the supervised study periods. The same school also had an after-school study hall which was provided by students from a second local university. In both kinds of schools, depressed and privileged area junior highs, the predominant forms of instruction were lecture, recitation, and discussion. Generally speaking, the instructional approach of teachers in the privileged area schools reflects a "subject-centered" focus. Although the teachers in the depressed area schools also have a subject matter inclination, more instances of a "student-centered" approach to instruction are seen (e.g., in "modified" or in remedial groups).

In terms of actual instructional procedures employed by the teachers in depressed area and privileged area senior high schools, there was little difference in approach when the schools were compared. Televised instruction was used as a regular teaching tool in only three of the seven depressed area senior high schools. This instructional device was used with six subject areas--biology, driver training, world history, American history, general science, physics--and involved a total of ten classes for all schools. Educational television was used regularly in only two of the seven privileged area senior high schools. Only two subjects--English and world history--and two classes were involved in classes using televised instruction. Programmed instruction was being used in only one school, and in this case with only one class (English) in the depressed area senior high schools. Only one of the privileged area senior high schools was making use of programmed instruction, and this was being used with five sections of remedial reading students. Finally, formalized team teaching was found in only three of the fourteen senior high schools, all located in privileged settings. Three subject areas were represented in the team teaching projects--English, world history, "humanities"--and these activities involved some twelve total classes.

Prior to the listing of several other approaches to instruction used by depressed area and privileged area high schools, it should be noted that these techniques or programs are presented with contrasting focuses of purpose. That is, a large number of the "different" approaches to instruction utilized by depressed area schools have a remedial focus. In contrast, the "different" instructional approaches used by the privileged area high schools have an enrichment emphasis. A list of the teaching approaches employed by the depressed area high schools include: an "after-hours" study hall; "culture-building" field trips; cooperative homework assignment issued by English, science, social studies areas; and in-school and after-school tutorial assistance. Some of the extra teaching approaches employed by privileged area senior high schools include: "honor study halls," an after-hours "better reading program;" a "Great Books" approach to English; an "Understanding Music" elective; an every-student honors' program; subject area vocabulary "word lists;" and a "college text chemistry." Finally, as in the case of the junior high schools, the predominant form of instruction employed in all senior high schools was lecture, with recitation and discussion following in that order. The instructional approach of most high school teachers, in depressed area and privileged area schools, is "subject-centered," and very few of the several hundred teachers visited evidenced a "pupil-centered" approach to instruction. The most evidence of a pupil-centered orientation by teachers was found in the depressed area schools where the staff is in close contact with a larger number of non-academic-inclined youngsters.

Question 5. Are there any differences in the administrative and guidance activities and services, or in auxiliary services provided by schools serving depressed area youngsters when these aspects of program are compared with those provided by privileged area secondary schools in the same city school system?

Based upon the printed materials provided by individual schools, which describe staff activities and assignments--faculty handbooks, staff reports, etc.--and upon the responses of school personnel to interview questions (Appendixes A, B, and C), it may be stated that there are different emphases in the administrative and guidance services provided by schools in contrasting socioeconomic areas. First, the administrators in depressed area junior and senior high schools report that a substantial portion of their time is devoted to pupil personnel problems. Generally, one assistant principal spends most of his time working with discipline problems and with matters of attendance. The principal also is directly and indirectly involved in pupil personnel problems, and spends a considerable proportion of his time in attempting to build better school-home communication and cooperation. In this latter effort, the principal often finds himself working with civic and social agencies, and with local corrective institutions. The remainder of the principal's time is devoted to work with instructional problems, and to supervision and assistance for new staff members. The guidance personnel in the depressed area junior and senior high schools also devote a substantial portion of their time to work with pupil personnel problems, providing individual problem counseling in addition to the handling of minor discipline problems. Other areas of concern with the guidance staff are the initiation of school-home contacts, the provision of occupational and vocational counseling, and the programming and record-keeping associated with school entrants and school leavers. The auxiliary services which are provided to pupils in depressed area schools by central school personnel, generally focus on health, psychological, and correctional problems.

A major focus of the administration's activities in the privileged area junior and senior high schools is upon the improvement of the curricular and extra-curricular aspects of the school program. A second area which was identified as an important aspect of the principalship was that of maintaining the already positive school-community relations. In contrast with the concerns of the principal in the depressed area setting, the privileged area school principal has little problem with disciplinary concerns. The majority of the principal's contacts with students in the privileged area school consists of work with pupils in matters of student government, and in various co-curricular and extra-curricular activities. The principal's instructional involvements generally consist of work with department heads to facilitate teaching in the area, and consultation and supervision for new teachers. The guidance services in privileged area junior and senior high schools have a substantial academic focus. A significant portion of the guidance personnel's time is devoted to orientation and programming of students, to academic and social group guidance, to testing and test interpretation, to educational and occupational information, and to college entrance and scholarship information. The special auxiliary services which are provided to students in the privileged area schools by central office personnel are essentially the same as those found in all schools.

Question 6. Are there differences in the perceptions, ideas, and approaches of local school administrators, guidance personnel, and teachers to working with youngsters in the programs of depressed area secondary schools when compared with those found in privileged area schools in the same city system?

Drawing on the diverse sources of information about the roles of administrators and guidance personnel in depressed area and privileged area schools, which have already been described (See Chapter VII, "A Summary of Schools;" see also Question 5 of this section) and upon the responses of administrative and guidance persons to the interview questions dealing with roles and perceptions (Appendixes A and B), the generalization may be made that different perceptions, ideas, and approaches are demonstrated by administrative and guidance personnel in contrasting socioeconomic school settings. As it has been pointed out in previous sections, the focus and emphasis of administrative and guidance staff activities is on a personal problems approach in depressed area settings. In contrast, administrators and counselors in privileged area schools tend to view secondary school youth as well-adjusted, independent, highly-motivated students and thus take an academic-social approach in structuring pupil activities.

The perceptions of teachers in contrasting school settings, as obtained by responses to a printed inventory, and as derived from taped answers to interview questions, present several contrasts. For example, in their responses to perceived Teacher Role, Origins of Teacher Behavior, Ways of Determining Goals, and Goals of Education, junior high and senior high school teachers in privileged and depressed area school settings indicated almost identical perceptions (Table 115, Chapter VII). In contrast, by virtue of their selection and assignment of adjectives to describe the pupils served, teachers in depressed area schools viewed their pupils in a more negative light than did teachers in privileged area school settings (Table 9, Chapter V, and Table 78, Chapter VI). The perceptions and ideas of teachers in schools serving contrasting socioeconomic areas, as obtained from tape-recorded responses to a set of uniform questions (Appendix C), are quite different. Teachers in depressed area schools, for example, described their pupils as lower-motivated, less well prepared academically, and less able in personal, social, and experiential make-up for participation in the school program than are their counterparts in middle-class schools. In contrast, the teachers in privileged area schools view their pupils as academically, socially, psychologically, and experientially able for all curricular and extra-curricular involvements. Although the teachers acknowledge the existence of differences in pupil make-ups and motivations, there is no demonstration of that knowledge by teachers in the classroom setting. As has already been cited (Question 4, this section), the preponderant number of teachers in junior and senior high schools in both socioeconomic settings utilize one instructional method (lecture) more than any other, providing little difference in approach or in content to their subject.

Question 7. Are there differences in the make-up of the instructional staffs--in such dimensions as numbers, preparation, experience, tenure, age, and placement--when secondary schools serving depressed socioeconomic areas are compared with secondary schools serving privileged areas in the same large city system?

The descriptions of the administration and staffs found in depressed and privileged socioeconomic area secondary schools (Chapters V and VI) revealed that there was a difference in the make-up of the instructional staffs. In the summary of the various aspects of the "typical" junior and senior high schools in contrasting socioeconomic settings (Chapter VII), clear comparisons are made. Table 116 and Table 117 show that the instructional staffs of privileged area schools generally have higher educational preparation, longer average tenure in the school, more years of professional experience, and a lower rate of staff turnover when they are compared with their depressed area counterparts. Finally, although the information was not available in precise figures, several points of information about staff make-up were obtained through the estimates of administrative and guidance personnel. The staff in the privileged area school is generally older than that found in the depressed area school. A substantially larger number of teachers on the staff of the privileged area school will be in the assignment because of personal choice, rather than because of arbitrary assignment by the central school office. The predominant number of non-white teachers in the city school system will be assigned to depressed area rather than privileged area secondary schools.

Question 8. Are there differences in the kinds and numbers of curricular and extra-curricular services offered by large city junior high schools when compared with the programs and activities of large city senior high schools, or are junior high school programs a downward extension of high school programs?

A comparison of the curricular and extra-curricular offerings in the programs of instruction for large city junior and senior high schools (Chapters V and VI) would in fact suggest that junior high schools are miniature versions of senior high schools. With the exception of the quite rigid structure of the program for seventh and eighth graders, in which few electives are available to the students, the curricular offerings are similar to those representing the minimum requirements for senior high school students. In this concern, all students must take language arts or English, must meet minimum requirements for mathematics, social studies, science, and physical education. The major elective offerings for students in junior and senior high schools occur in the areas of foreign language, music, art, industrial arts, home economics, and business education. Also, in both the junior and senior high school, the program emphasis is upon academic subjects, and non-academics receive less status and emphasis by the school. A modern downward extension of some subject offerings (e.g., algebra may be taken in the eighth grade in several schools), plus the adoption of new curricular materials such as "modern mathematics," is making the junior high school an academic "prep" school. Finally, a review of the numbers and kinds of extra-curricular and co-curricular activities offered by junior high schools ("Programs," Chapter V), reveals a close resemblance to the activities offered by senior high schools ("Programs," Chapter VI). An increase, for example, in the number and kinds of inter-school sports offered by junior high schools is indicative of the emulation of high school programs.

Question 9. Are there differences in the programs, practices, and approaches to instruction when secondary schools in different cities and states are compared?

A review of the descriptions of the larger programs of instruction in junior high and senior high schools (Chapter V and VI) in large cities would suggest that the programs are remarkably similar, although they occur in different city school systems and in different states. Chapter VII of this report represents four descriptions of "typical" schools in contrasting socioeconomic settings, as well as a "typical" city school system. A comparison of these "typical" schools or the "typical" city with actual schools or school systems would illustrate the similarity that exists between the institutions, allowing for the derivation of a "typical" entity. A factor which has undoubtedly made for much similarity in school programs is the membership of all of these senior high schools in the North Central Association of Colleges and Secondary Schools. The minimum requirements imposed upon all members has given the program of all member schools a common "core." In addition, the senior high schools have made demands with respect to the minimum requirements expected of junior high school graduates. Therefore, all secondary schools within the influence of the regional accrediting association have become more closely related in program and emphasis.

Question 10. Are the problems which are identified by the instructional, guidance, and administrative personnel of large city secondary schools as impingements on the instructional program similar or different when the schools in different city school systems are compared?

The problems which were cited by all school personnel in the seven large city school systems were similar in kind and in emphasis. All central office personnel, for example, mentioned as the most significant problems confronting the large city school system expanding enrollments and shifting pupil populations. Compounding these problems were the concomitant problems of the shortage of funds, facilities, staff and material. One concern expressed by the majority of the central staff representatives responding to the question about instructional problems of large cities was that of the task of attempting to provide a program of instruction for such a wide range of abilities, interests, and needs.

All of the depressed area school staffs, teachers, counselors, and administrators, cited problems created by such factors as pupil transiency, lack of personal and academic motivation, adverse home and community influences, a culture of poverty, and an apathetic or negative psychological pupil make-up. Compounding these problems is the general lack of school-home contact, understanding, and cooperation.

The privileged area school staffs were unanimous in citing such problems as the extremes in emphasis on college preparation in the advantaged socioeconomic sections of the city, the social and psychological pressures on advantaged area youth to excel in all activities, and the over-emphasis which has been placed on grades, honors, and other extrinsic rewards for academic achievement. Finally, in contrast with the expressed concerns of their depressed area counterparts, teachers and counselors in the advantaged area schools identified a materialistic influence which at times tended to present conflicts with the moral and ethical standards propagated by the school.

In brief, the problems of large city schools may be defined as: 1) Problems of "too much," or 2) Problems of "not enough." For the large city system there are too many pupils and not enough funds, facilities, staff, or material. The depressed area school does not have enough in facilities, community support, pupil motivation, or in pupil talent. At the same time, the depressed area school has too many of the adverse conditions such as poverty, instability, and negative outlook. Finally, the privileged area school finds itself with too much emphasis on competition, grades, and materialism, and with too much pressure on its pupils. However, the same school indicates that it does not have enough space, time, and staff to offer all of the curricular and extra-curricular activities it would desire.

Conclusions

Drawing upon the vast and diverse amounts of information collected in this study, which have been utilized in the foregoing description of instructional programs in large city secondary schools, several conclusions may be drawn.

1. Although there is general recognition that there are significant differences in the make-up, motivation, and outlook of youngsters in depressed and privileged socioeconomic areas of large cities, little allowance or few provisions are made in secondary school programs to compensate for such differences.

2. Regardless of their socioeconomic setting or student composition, the programs of instruction in large city secondary schools, junior high school and senior high school, are unidimensional. That is, they are generally "academics-centered" and are oriented primarily toward college preparation.

3. Although the avowed focus of the instructional program in secondary schools is on behavioral goals, the actual emphasis within the curriculum is on academic concerns. In the majority of classes, in junior and senior high school, the emphasis of instructional activities is on content rather than on applications of content, and the major bases of student motivation are the extrinsic rewards (grades, honors, awards, college entrance).

4. Although teachers in secondary schools reflect in their perceptions a cognizance of the social, psychological, and physical differences of youngsters served in contrasting socioeconomic settings, their classroom behaviors are often inconsistent with their knowledge and insights. The typical and predominant technique of instruction by secondary school teachers, regardless of setting or pupil groups, is the lecture, with recitation and discussion being next most commonly used.

5. Regardless of socioeconomic setting or student composition, in the majority of secondary school classrooms, junior high school and senior high school, the textbook and the curriculum guide generally provide the basis for classroom activities, whether or not the content has relevance to the pupils. Little use is made of audio-visual materials or outside resources, and few of the basic principles of learning are observed in the instruction.

6. The physical facilities of the school, the instructional program, the community environment, and the traditional image of the populace served, restrict the academic, personal, social, and vocational potential of pupils in depressed area schools. In order to

release and develop the potential of depressed area youth, a radical departure in terms of program, objectives, facilities, philosophy, and approach will have to be made by large city school systems.

7. The long-standing emphasis on the "academics" and on the college preparatory course of study in secondary schools, plus the concomitant high status of college prep subjects and the lower status of vocational and commercial subjects, has worked to repress the actual talents and interests of many youth in both depressed area and privileged area schools. Only the development of truly comprehensive secondary schools, with programs, purposes, staffs, and reputations with status equal to that of modern college prep schools, will release the potential of all youth.

8. The teachers serving in large city secondary schools, in both depressed and privileged area settings, are much alike in perceptual and professional make-up. In general, the instructional personnel are subject matter conscious, have similar role perceptions, utilize similar ways of determining class goals, and have almost identical perceptions of ideal goals for their students. The general "likeness" of teachers is probably traceable to the middle-class backgrounds and to the middle-class orientation of teacher training programs, which have provided the teachers with similar attitudes, values, and aspirations.

9. The "human dimension" of instructional programs in large city secondary schools, especially as reflected in the perceptions, attitudes, and values of instructional personnel, has the greatest impact on the quality and success (or failure) of school programs.

Until large city school systems--and the profession at large--recognize and build on this central factor, recruiting and assigning personnel on the basis of personal make-up and special competencies, programs and pupil potentialities will be limited.

10. If large city school systems are to recruit and retain competent and conscientious professional personnel for depressed area secondary schools, and if they wish to work toward equality in programs and opportunities for depressed area youth, several immediate steps must be taken. First, in conjunction with teacher training institutions, large city systems must work toward the development of special training and recruitment programs. Second, the school system will have to make provision of special incentives in order to retain highly-qualified instructional personnel for depressed area school programs.

11. The amount of instructional experimentation and innovation by teachers in large city secondary schools is limited. Although there is evidence of slightly more in-class teacher experimentation in the privileged area schools, socioeconomic setting does not appear to be a significant promoter of educational change. The greatest amount of experimentation and innovation will be found where there is professional interest and active administrative leadership in the instructional program.

12. The amount and kind of communication that transpires between the central school offices and the local secondary schools is limited. Although there is recognition by the central office personnel of the special problems and needs of schools serving depressed

socioeconomic settings in the district, little extra compensatory assistance is provided. Although there are limitations on the resources the city school system is able to provide for depressed area schools, it should be noted that the extent of the assistance provided a school is proportionate to the "voice" the school has in the system. In general, with the exception of scattered civil rights protests, schools in depressed areas of large cities have less "voice" than their privileged area counterparts.

13. The programs, policies, and procedures of large city school systems, especially in the area of secondary education, are structured on and oriented toward middle-class values. Although there is nothing inherently wrong with such structure, many aspects of the system do often overlook or ignore the conflicts between school programs and the non-middle-class backgrounds of many pupils attending city schools. If the large city school system is to provide truly equal educational opportunity for all, recognition and compensation will have to be made in the development and evaluation of programs of differences in the personal make-up, value patterns, competencies, needs and interests of non-middle-class youth.

14. A major factor in restricting the potential for experimentation, innovation, and restructuring of secondary school programs to meet the particular needs of depressed area or privileged area youth are the minimum requirements posed by regional accrediting associations and by institutions of higher learning. These limitations, added to the restrictions which derive from school membership in a large city school system, provide little opportunity for

significant change or improvement of organization, staff, curriculum, and activities.

Recommendations

During the course of the study it became apparent that many questions could not be answered by this research effort. In some cases data of an objective nature was not accessible. In other instances, the data secured did not prove to be substantial, was contradictory to other proffered information, or was not relevant to the problem. Of necessity, much reliance was placed on clinical and subjective data, since these kinds of information were most readily available to the researcher. Therefore, in the data-gathering activities and in the compilation and interpretation of information, questions and concerns have arisen which seem worthy of further investigation. These concerns have prompted the recommendations listed on the next several pages.

Recommendation 1.--It is recommended that large city school systems re-evaluate their programs of instruction for junior high schools. In the process, the city systems should break down the barriers of traditionalism, conformity, and restriction by money, time, and space to promote in-school and inter-school research, experimentation, and innovation. In order to design and develop programs which will best meet the needs and interests of the pupils served--especially in the case of schools serving disadvantaged area youth--programs must be made less restrictive, more individual, and more social-experiential in make-up. Because of its intermediate location in the educational life of American youth, and because of its role in providing exploratory and transitional experiences for early adolescents, the junior high school must provide a broad, comprehensive program for the "educational in-betweens." If the junior high school cannot offer a meaningful confrontation between impressionable youth and social, cultural, and educational life experiences, there is little chance for the further development of individual talents.

Steps which should be taken as initial measures in the quest for individual, exploratory, experiential, and compensatory programs include the following possibilities:

a. The development of an ungraded junior high school program of studies, with subject matter sequences replacing grade level designations.

b. The provision of an extended block-of-time instructional period in which one teacher will work with a group of youngsters in the "general education" skills.

c. Provision for flexible scheduling, which will allow across-grade involvement of students in classes of special need, interest, or ability.

d. The development of new curricular experiences which will allow student confrontation with attitudes and values, as well as intellectual and social skills. Subjects which might be added include "social skills," "social projects," "cultural experiences," "creative arts," and "aesthetic appreciation."

e. The elimination of homogeneous grouping and letter-number grading. In the place of grade levels or grouping, students would work at the level of their competency and interest in subject matter areas. The present practice of grading should be replaced by a regular teacher-student derived evaluation of "satisfactory" or "unsatisfactory" performance.

f. The development of a "special education center" in each junior high school which would have the staff, facilities, and materials to provide both remedial and enrichment help for exceptional students. The combination of special services should be maintained as a measure for the sharing of talents and materials, and as a means for removing the stigma that is attached to strictly remedial service centers.

Recommendation 2.--It is recommended that large city school systems take immediate steps to develop a balanced, flexible, and comprehensive program of instruction for senior high school youth. The resultant program should include curricular and extra-curricular experiences with common and special experiences for the college-bound, the terminal, and the technical-vocational student. Initial steps which should be taken in order to build a truly comprehensive program of studies include the following measures:

a. The elimination of specific courses of study (college preparatory, general studies, vocational), and the establishment of common minimal course requirements in the basic skills areas.

b. The provision of flexible scheduling and programming opportunities. Students should have the opportunity to build a personal course of study, with professional counseling services available upon request. The course of study should not be binding or rigid, and should be subject to periodic review by the student.

c. The elimination of "groups" or "tracks," and the substitution of "levels" or "phases" in various subject matter areas. Students should be allowed to select an appropriate level of instruction in each curricular involvement, and should have the opportunity to move up or down if he finds that he has been misplaced.

d. The elimination of letter-number grades as a form of pupil evaluation. In its place, the high school should allow students to contract for the kind and amount of work to be done in each subject area, and the student should receive a "satisfactory" or "unsatisfactory" evaluation based on the satisfaction of his contract.

e. The development and provisional adoption of new and varied curricular experiences in the non-academic or "practical" areas of the curriculum. Subjects which might serve as initial additions include "practical arts," "civic projects," "service activities," "landscaping," "home decorating," "civil service preparation," "home mechanics," "life science," "hobbies and crafts," and "child care." In addition, the commercial and vocational areas should promote "individual projects" as basic or enrichment opportunities within the regular course areas.

f. The planned elimination of the current program dichotomization of academic and non-academic experiences, with a concerted effort to build equal status for all curricular experiences. This measure will require a conscious attempt to impress upon students and staff that all subjects are in a sense vocational--that some are immediate vocational preparation and that others are long-range vocational training. Such efforts should be undertaken in an attempt to eliminate the stigma that has been attached to non-academic curriculum areas.

Recommendation 3.--It is recommended that the extra-curricular programs of secondary schools serving depressed socioeconomic settings be appraised and structured on the basis of pupil and community needs. Immediate steps should be taken by local secondary schools--with the assistance of the city school system--to build relevant, varied experiences into the extra-curricular program. The local school should become the social and recreational center for the inner-city population, providing educational and recreational services and activities for school-age and adult members of the community. In the structure of this program, the school should seek to utilize the talents, resources, and contributions of civic and community agencies. In the conduct of the community program, the school should attempt to involve students in various leadership positions, providing opportunities for the development of latent talents and interests. The careful development of a community-wide extra-curricular program should serve to build the image of the school in the community, should aid in the acquisition of more and better equipment and facilities, and should help to build closer school-home-community understanding.

Recommendation 4.--It is recommended that large city school systems identify and incorporate various motivational emphases into school activities as an immediate measure toward reducing dropouts and to build student involvement in curricular and extra-curricular programs. One step toward the development of motivation in students would derive from the inclusion of more relevant curricular experiences in the program and from the individualization of programs suggested in Recommendations 1 and 2. A second step toward better motivation of students would be the invitation of community members and other students or adults who are "models of success" to work with pupils, stressing the centrality of an education to success in adult life. A third measure which should be taken by school personnel in depressed socioeconomic settings is to review the various research studies regarding motivation of disadvantaged youth. The findings in these studies point up the need for immediate and tangible reward by deprived youth, and suggest devices or activities for motivation.

Recommendation 5.--It is recommended that city school systems initiate teacher training programs, as well as in-service programs in large city schools, placing an emphasis on the knowledge gained from research in the psychology of learning, as it applies to youngsters from different socioeconomic and experiential backgrounds. Studies which would have relevance in this area include those of Passow, Riessman, and Deutsch, which have been cited in the bibliography of this report. The training of teachers for large city schools should also emphasize the sociological impingements upon the motivation and learning of adolescent youth. Studies which would have relevance in the area of social impact include those of Sexton, Chandler, Conant, Harrington, Hollingshead, Warner, and Packard, all of which are listed in the bibliography. The information about the motivational, social, psychological, and cognitive dissimilarities that occur between youngsters from variant backgrounds should provide the basis for training in teaching techniques, and should provide the basis for structure of curricular and extra-curricular programs.

Recommendation 6.--It is recommended that large city school systems cooperate with teacher training institutions in the development of teacher education programs specifically for urban area teachers. It is further suggested that special incentive plans be developed which will serve to identify, train, recruit, and retain competent teachers for junior high schools only, and for depressed area junior and senior high schools. In addition to the special training, with commensurate special compensation, it is suggested that the city school system and the teacher training institution work to develop techniques for compatible teacher placements. As an example, using a personality inventory, teachers might be assigned to a group of youngsters with similar personality traits.[75]

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[75] See, for example, Herbert A. Thelen, Teachability Grouping. A Research Study of the Rationale, Methods and Results of "Teacher-Facilitative" Grouping. U. S. Office of Education, Project No. 428. (Chicago: University of Chicago, August, 1961).

Training in human relations skills should be an integral part of the education of urban area teachers, and an effort should be made to build teacher understanding and acceptance of the non-middle-class backgrounds of inner-city youth. In this effort, it is suggested that teacher training institutions and school systems involve representatives from outside civic and social agencies (e.g., Urban League, N.A.A.C.P., welfare agency, churches, police, youth agencies) in the training of teachers for understanding deprived and minority groups. Finally, it is recommended that training in home visitation become an essential part of the pre-service and in-service education programs of urban area teachers.

Recommendation 7.--It is recommended that large city school systems develop an extensive and active in-school research program for depressed area schools. It is further suggested that the school system encourage the involvement and support of outside agencies (e.g., colleges and universities, regional accrediting associations, civic and social agencies, private foundations, local industries) in research efforts aimed at the development of curricular and extra-curricular programs for disadvantaged area youth. Among the types of specific directions which might be undertaken are:

a. The provision of special incentives (released time, extra salary, promotion, special recognition) for local school personnel who will actively pursue formal and/or action research projects.

b. The employment of social and psychological researchers from outside research agencies for the design, development, and coordination of curriculum research projects.

c. The invitation of professors and graduate students from institutions of higher education to work with local school staffs in local curriculum studies and in the development of in-service training programs for teachers of disadvantaged youth. In these cooperative studies, consideration should be given to the development of content and activities which have meaning for experientially disadvantaged pupils. Efforts should also be given to the development of valid "culture-free" evaluative instruments. Possible points for study include:

1) What kinds of compensatory experiences may be provided for disadvantaged youth in order to overcome the cultural and psychological "discontinuity" that exists between the home environment and the secondary school program?

2) What kinds of curricular, co-curricular, and extra-curricular activities may be developed in an effort to overcome the "stimulus deprivation" which characterizes disadvantaged youth (lack of visual, auditory, cognitive, and associative discrimination)?

3) What kinds of organizational, instructional, and curricular adjustments may be effected in order to better build on the physical or "motoric" process of behavior characteristic of disadvantaged youth (versus the language-conceptual behavior of middle class youth)?

4) What kinds of motivational activities must be developed by the depressed area school in order to play on the present-orientedness of disadvantaged youth, and to compensate for the general

lack of past- or future-orientedness which is typical of depressed area youngsters?

5) What kinds of compensatory equipment, materials, facilities, and services may be provided by secondary schools to overcome the experiential deficits of disadvantaged youth who must compete in a curriculum designed for youth from middle-class homes that actually have a "hidden curriculum?"[76]

d. The development of cooperative work-study programs should be cultivated in conjunction with private and governmental enterprises, utilizing the special talents and interests of extra-school personnel. In addition, the school should seek to provide better placement and employment services for its non-college-bound graduates.

Recommendation 8.--It is recommended that large city school systems review current practices for the selection and assignment of instructional equipment and supplies for secondary schools serving contrasting socioeconomic settings. Wherever there is found to exist a difference in program needs or a discrepancy in the kinds and amounts of equipment available to schools, compensatory measures should be taken. In situations where a special need for extra equipment or supplies can be substantiated, provision should be made for that need (e.g., need for teaching machines for retarded pupils, need for graphic materials for culturally deprived youth). The city school system, in conjunction with local depressed area schools, should utilize research findings and should experiment with various forms of instructional media in an attempt to determine what materials and equipment will best promote the learning of depressed area youth. These findings should then become the bases for the selection and allotment of materials to the schools.

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[76] For a development of these kinds of questions see Martin Deutsch, "The Disadvantaged Child and the Learning Process," Education in Depressed Areas, op. cit.

Recommendation 9.--As a final recommendation, it is suggested that further studies be made regarding the "human dimension" of school programs as they were considered in this study. Several aspects of this dimension seem especially deserving of in-depth consideration.

a. If, as the study indicated, teachers are much less pupil-oriented than are administrators and guidance personnel, how can a pupil-centeredness be developed in the instructional staff?

b. Why is it that teachers acknowledge the difference in social, physical, psychological, and motivational make-up of youngsters in contrasting socioeconomic settings, yet approach instructional activities in the same manner?

c. Why do teachers in contrasting school settings hold almost identical perceptions of role, teaching behavior, ways of determining goals, and goals of education?

d. Are the perceptions of teachers about the pupils served affected significantly by such factors as teacher age, sex, subject area, educational preparation, or experience?

Finally, the question may be posed, "How valid are the findings of this study?" Did the subject schools truly represent depressed area or privileged area schools, or were they not a fair sample? Were the researcher's observations about the teacher domination of classroom activities and the subject-centeredness of teachers fair assessments? Are administrators and guidance personnel more pupil-centered and less tradition-bound than teacher personnel? Are the administrator and the guidance personnel the real leaders in change and improvement of program? How may teachers be actively involved in research on curriculum improvement? These are questions which can only be answered by further study, but which seem worthy of that study in light of their implications for school programs.

Postscript

The foregoing report has been presented primarily as a descriptive study of secondary school programs in large city schools. The data presented in the report raises questions and presents implications, both stated and intimated. However, as the writer indicated in an earlier section, many of the possible questions about school programs, as well as their ramifications, have not been considered because of the lack of data, time, or resources. The study has, however, provided a pioneering analysis of the total programs of large city secondary schools serving contrasting socioeconomic settings within the same city.

The findings of the study would seem to support earlier research studies which showed a marked relationship between socioeconomic status and the intelligence, adjustment, achievement, educational motivation, and educational level of pupils.[77] This interrelation, in turn, would seem to support the contention that special curriculum provisions should be made for youth found in contrasting socioeconomic settings of the city.

However, as this study of instructional programs indicated, very little special provision is made for the differences in pupils served. The kinds of curricular and extra-curricular activities provided by the large city secondary schools are similar in both junior and senior high schools, regardless of level, area, or circumstance. With the exception of the traditional activities and services provided by contemporary public secondary schools, a minimum of research or experimental efforts is being directed toward satisfying the unique needs and interests of all pupils. Administrators, guidance personnel, and teachers appear to be following, consciously or unconsciously, a policy of persistence. That is, most persons associated with the instructional program tend to support and promote the program as it exists, for good or bad. In response to an interview question in which the interviewees were asked to suggest immediate changes in the program they would make if no limitations were imposed (Appendixes A, B, C, D), most respondents evinced little originality or imagination. The typical kinds of change sought by the instructional personnel involved either "more"--more room, more materials, more equipment, more time, more salary, more staff, or more outside help--or "less"--less pupils, less classes, less duties, less restrictions, and less criticism. By these responses, and by the lack of specific suggestions for change and improvement in programs, staffs of secondary schools indicated strong ties with "traditional" outlooks and approaches to instruction. Informal five-minute visits by the researcher to over 300 classrooms seemed to provide verification of the traditionality of teacher approaches to instruction.

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[77] See, for example, Gordon F. Vars and William T. Lowe, "Societal Forces Influencing Curriculum Decisions," Review of Educational Research, Volume XXXIII, No. 3 (June, 1963), pp. 254-264.

Although the professional backgrounds of teachers in the large city secondary schools were essentially similar, their perceptions of pupils and their view of the job to be done differ between schools in depressed and privileged socioeconomic settings. In their perceptions of pupils served, privileged area school teachers evidenced a strongly positive assessment of pupils, while depressed area teachers indicated a more negative pupil assessment. Teachers in secondary schools in both socioeconomic settings showed a subject matter orientation, but teachers in depressed areas were more conscious of pupil problems and needs than were their privileged area colleagues. The teachers in privileged socioeconomic settings gave a high assignment to the intellectual goals of education, while their depressed area colleagues gave high assignment to social activities for their students. All teachers, in all areas and schools, indicated that "character" building was the primary goal of their program. Interestingly, though, visits to classrooms and interviews with teachers gave little evidence of the primacy of "character" in the design and conduct of learning activities.

A disturbing aspect of the instructional program in secondary schools which are functioning as "comprehensive" schools is the strong prestige value which has been attached to academic subjects, as opposed to the non-academic instructional areas. Students in depressed area and privileged area secondary schools often avoid "practical" subjects, which are in keeping with their talents and needs, and take all academic offerings because of their prestige. The same prestige factor has been attached to the college preparatory course of study which receives the largest pupil enrollments in all high schools. Examples of conditions created by the prestige or lack of prestige of subjects in contrasting school settings follow. In one privileged area high school which had five modern shop areas (woods, metals, electrical, auto, drawing), the entire shop suite was closed every afternoon because of lack of student enrollments. According to the principal, the lack of enrollments derived from the "poor image" of non-academic subjects in his school. In one depressed area school the principal and guidance counselors cited the problem of student failures in such subjects as Latin, Chemistry, Physics, and Advanced Mathematics, which were the results of student misplacements in subjects for which they were not qualified. These placements were the direct result of parent or peer pressures for enrollment in the "prestige subjects," and were causing problems for the individual students and for the class at large.

A prestige value has also been attached to teacher placement in the privileged area secondary schools of the city system. In many city school systems new or inexperienced teachers are often assigned to a depressed area school for their "probationary period" of service. At the end of two or three years the successful teachers are either reassigned or are allowed to transfer to schools in privileged socioeconomic settings. This situation has given reassignments the image or status of a "promotion." In one city system teachers referred to such transfer practices as "transfer to a rest and rehabilitation area." Because of such situations, the stability of instructional staffs in depressed area schools has been adversely affected. The prestige which has attached to teacher assignment to the "better schools" in privileged socioeconomic areas of the city, plus the stigma which has been inherited by slum area schools, has created real concerns among teachers in the latter schools. In a number of interviews, the teachers in depressed area schools acknowledged the importance of the job they were doing, but resented the "second-best" image they held in the eyes of other teachers, the central office, and the community at large. Many teachers stated that they were happy in their present assignment to a depressed area school but were afraid that they would be permanently relegated to the assignment if they did not take proffered transfers by the school system.

The researcher was impressed with the quality of leadership and with the concern of administrators and directors of guidance for the welfare of pupils. In the majority of instances of experimentation, innovation, or local research, the administrative or guidance personnel were usually responsible for its inception. Of all the school personnel responding to interview questions dealing with improvement or change of curricular and extra-curricular programs, these persons were most original in ideas and suggestions. The expressed philosophies and practices of the administrative and guidance personnel were much more flexible and more pupil-centered than were those of their teaching associates. In nearly every instance, the principal of the school indicated that he had made conscious attempts to promote intra- and inter-area cooperation and experimentation by teachers. However, without his persistent encouragement and leadership, the extent of teacher cooperation and research was limited. Although the principal and the guidance director viewed their instructional staff positively, both expressed concern with the central office policy of assigning teachers to schools without a review of such assignments by the local school administration. Finally, in almost every school visited, the researcher received the impression of strong empathy by the principal and the guidance director for the pupil populace served. Few negative comments about or assessments of pupils were forthcoming.

The predominant differences between schools and programs are found in the "human dimension." A substantial portion of the data utilized in this study derived from the clinical and subjective information collected by the researcher. Because of the limitations posed by the occasional inaccessibility or the contradictory nature of the objective information, much dependence was placed on other kinds of data. However, these other sources of data do provide an "extra" insight into the non-mechanical aspects of school programs, which seem to be the real heart of the program. This dimension of secondary school programs, comprising the make-up, experience, perceptions, attitudes, and values of the persons involved in school activities provides a real challenge to educational research.

The findings of this study do substantiate the published conclusions of several other studies of large city schools. For example, the description of junior high school programs contained in Chapter V provides identical findings about the curriculum, organization and services, and staff as reported in a nationwide study by Wright and Greer.[78] As Conant found in his study of slum and suburban area high schools, the programs described in this study were largely academics-oriented.[79] The description of teacher perceptions presented in this report support the conclusions of an earlier study by Hills, in which it was suggested that upper-middle class teachers prefer an intellectually oriented curriculum while teachers in lower class settings place more emphasis on social and vocational aspects of school programs. Also this study supports the observation of Hills that the academic subjects hold more prestige than non-academics.[80] The description of senior high school programs found in Chapter VI supports the Sexton study in its findings that the predominant enrollment in depressed area high schools will be in general studies, while the largest enrollment in advantaged area schools will be in the college preparatory course of study.[81] Although the present study did reveal a differential between schools in contrasting socioeconomic areas--in facilities, supplies and equipment, teacher preparation and staff stability--the contrasts were not as sharp as those reported by Sexton in a recent report.[82] The findings of this study also are similar to those of the recent Havighurst survey of the Chicago public schools.[83] However, the contrasts reported in this study are not as marked as those presented in the Havighurst report.

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[78] Grace S. Wright and Edith S. Greer. The Junior High School: A Survey of Grades 7-8-9 in Junior and Junior-Senior High Schools, 1959-1960 (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1963).

[79] Conant, Slums and Suburbs, op. cit.

[80] R. Jean Hills, "Social Classes and Educational Views," Administrator's Notebook, Volume X, No. 2 (October, 1961).

Drawing upon the data from the present study, and from the conclusions of similar studies of depressed area schools, it is apparent that the schools have made no massive effort to do much about providing special programs for youngsters from deprived socioeconomic and experiential backgrounds. This is disturbing in light of the implications of this report and others which suggest explicitly and implicitly that special curriculum provisions must be made for children from disadvantaged environments.

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[81] Sexton, Education and Income, op. cit.

[82] Patricia Cayo Sexton, "City Schools," Annals of the American Academy of Political and Social Science, Volume 352 (March, 1964), pp. 95-106.

[83] Robert J. Havighurst, The Public Schools of Chicago: A Survey (Chicago: Board of Education, 1964).

APPENDIX A

INTERVIEW WITH PRINCIPAL

INTERVIEW WITH PRINCIPAL

SPECIFIC QUESTIONS:

A) Within the last three years:

1) What subjects have you added to your academic program? Why?

2) What subjects have you dropped from the curriculum? Any special reason why?

3) What pupil activities have been added to the larger school program? Any specific reason behind these additions?

4) Have you discontinued any school-sponsored pupil activities during the past several years? What kinds? Why?

B) Do you provide any special education programs in your school--which are either not indicated in the records, or which you might want to elaborate on?

1) Any remedial programs? In which areas?

2) Any enrichment programs? In which areas? Any special features?

3) Any advanced placement programs? In what areas?

4) Any adult education programs? What kinds?

C) Does this school currently have any kinds of experimental programs in operation? (If not, move to question #4; if yes, then....)

1) Briefly, what is the nature of the program(s)?

2) Is it strictly local, city-wide, or participation in a regional, state or national study? (If local, move to #3; if not, to #4)

3) Who originated the idea and developed it?

K) How would you describe the status of the communication between the school and the homes in this attendance area--good, average, or poor?

  1) What factors seem to be in your favor (in facilitating understanding)?

  2) What are limiting factors--with regard to school-home contacts and understanding?

L) What would you say is the predominant expectation that this school community (parents, businessmen, taxpayers) has of this school?

M) What unique problems do you feel your school has--that are not predominant in the environment or activities of other (Jr. H.S. or Sr. H.S.) in the city?

N) If you were to begin tomorrow--without limitations--to make changes in the larger program of this school, and--in light of current problems and needs--what would you change? Why?

O) Finally, from your past experience and from your present vantage point, what might colleges and universities do to better help you meet the educational objectives assigned your school? Especially regarding:

  1) Teacher education and teacher training.

  2) Curriculum content and curricular materials.

  3) Teaching (instructional) techniques.

APPENDIX B

INTERVIEW WITH GUIDANCE DIRECTOR

INTERVIEW WITH GUIDANCE DIRECTOR

SPECIFIC QUESTIONS:

A) What is the size of your staff?

B) What activities (functions) are the exclusive concern of the guidance office?

C) Upon what basis do students in this school come to pick the subjects they take and/or the course of study they follow?

   1) Do you (the guidance office) conduct the pre-registration program?

   2) Do you counsel with each student with regard to program selection?

   3) How are parents involved in the subject-program selection process?

D) What testing activities and programs do you regularly conduct?

   1) Who (which pupils) is involved?

   2) What per cent of the pupil population is involved in each type of test?

   (For H.S. Only: What per cent of your junior/senior class takes the following:

   a. College Boards
   b. American College Test
   c. National Merit Scholarship Exam
   d. Preliminary Scholastic Qualifying Aptitude Test

E) Wo you conduct regular annual career-day, vocational guidance programs and other related activities? (If YES, describe....)

F) As closely as you can estimate, what per cent of your graduates:

1) for junior high school only--Go on to high school?

2) for high school--enter college?

3) enter some other program of post-high school training?

G) With regard to the rate of student turnover in this school during a regular school year, for every 100 students who start the year with you, how many will have moved on by the end of the year?

H) Do you have figures on the number of pupils per 100 enrolled that drop out of this school each year? (If not, could you give an estimate...?)

I) What would you say is the major cause of drop-outs in this school-community?

J) What kinds of follow-up activities do you conduct within your program?

K) From your vantage point, what would you say are the predominant needs of the youth in this school-community area?

L) What would you point to as being the greatest strengths in the local program of school-sponsored activities, both academic and extra-curricular?

M) What significant weaknesses do you see in the larger local school program?

N) If you were allowed, without limitations, to make changes in the local school program, what would you change? And, why...?

O) Any suggestions to colleges and universities training teachers who will soon be teaching in a school situation such as yours?

APPENDIX C

INTERVIEW WITH TEACHERS

INTERVIEW WITH TEACHERS

QUESTIONS:

A) How long have you been teaching in this particular school?

B) What, would you say, seem to be unique problems or concerns faced by this school in performing its services to the community?

C) From your experiences and associations within the local school-community, what would you say are the major interests of the pupil clientele you serve (immediate and long-range concerns and interests)?

D) What would you say, in light of direct or indirect contacts with the parents of the students in this school, are the major concerns of the parents with regard to:

   1) immediate hopes and aspirations for their children?

   2) long-term interests and goals for their children?

E) Drawing from your experience, your perceptions, and your associations with parents and youth, what would seem to you to be the major needs of the youth in this school-community area?

F) What are the strong points in your school's instructional program as you see them?

G) What deficiencies are apparent in the school's total program?

H) If you were allowed, without limitations, to make changes in the total program of your school (either academic or non-academic), and in view of local problems, needs, and interests, what measures would you take?

I) Have you, in any respects, attempted to experiment, to innovate, or to implement change in an effort to improve the instruction or content of your subject area (or grade)?

   1) What success would you say you had (what has improved because of your efforts?

   2) Thinking back, what did you feel were the greatest limitations on your efforts to innovate?

J) What characteristics come to mind when you think of those teachers in this school who are doing a better job of serving the youth and the larger school-community?

K) What suggestions would you make to colleges and universities--especially to the personnel in the Colleges of Education--with regard to:

   1) Better preparing teachers for working in a school situation such as yours?

   2) Preparing and improving the content of the curriculum, instructional materials, and instructional techniques?

APPENDIX D

INTERVIEW WITH CENTRAL STAFF REPRESENTATIVE

INTERVIEW WITH CENTRAL STAFF REPRESENTATIVE

SPECIFIC QUESTIONS:

A) From your experience, associations, and present vantage point, what would you point to as major (and/or unique) problems or needs confronted by this large-city school system--especially regarding the total program of the secondary schools in the system?

B) What are the major limitations you face when considering any changes or improvements in the larger program of instruction in the secondary schools in this city?

C) What factors have you found to work to your advantage when undertaking steps or programs to study and improve the instructional offerings of the secondary schools?

D) What practices and procedures are utilized by this school system to promote communication and the articulation of needs within the total instructional program:

  1) between the local area schools and the central administration?

  2) between the school-communities and the central administration?

E) What provisions are made within the programs of instruction (academic and extra-curricular) in schools serving different (contrasting) socioeconomic areas in order to provide for the unique needs and interests of the youth in each area?

F) How much freedom or autonomy is given to the administration and the staff of each school to experiment and to implement new ideas for program improvement and for better meeting local needs? (examples?)

G) Upon what basis, and how, are textbooks selected for the secondary schools in this system? How are other instructional materials and equipment selected for the various secondary schools?

H) From your present vantage point, drawing on your comprehensive view of the instructional offerings of the secondary schools, what local and/or national trends do you see? (if any)

I) Drawing on your experience and associations in an administrative capacity, what would you consider to be the significant sources of pressure for change in the larger program of instruction?

J) Supposing that you were charged with developing the best possible program of instruction (academic and extra-academic) for all secondary schools in this system--and supposing that you did not have to be concerned with financial and procedural limitations, what changes and/or improvements would you make in the total program?

K) From your cogent view, as an administrator who sees the larger picture of instructional problems and needs, what might the university (especially the College of Education) better do to:

1) help prepare teachers for urban area schools?

2) develop curriculum content, instructional materials, and instructional techniques and devices?

APPENDIX E

TEACHER INVENTORY

OE-2189c
BOB-515-6420
Clearance Expires 6/30/65

TEACHER INVENTORY

Directions (Please Read Carefully):

This instrument is designed to determine how you feel about several different aspects of education--concerns which you can best identify. The inventory contains five sections. In each of the first four sections you are asked to rank all of the given choices in order of their importance, as you see them. That is, read all of the given descriptions in each section and then rank them according to the importance you would assign them, using a "1" to indicate that one idea you feel is most important, assigning a "2" to that idea you feel is next most important, and so on, through the last number needed, which would indicate less importance than the others already listed. In the fifth, and final section, you are asked to select from among forty-eight given adjectives, sixteen words which you feel best describe the majority of the youngsters in the school to which you are now assigned.

The easiest way to proceed is to first read carefully the directions and the items in one section (do not spend an undue amount of time dwelling on the meaning of any one item). Then go back and rank the items in the section as you believe they should occur, completing the section before going on to the next one. Please do not skip over any section. You are not timed, and completion of the segments need not take an undue amount of your time.

NOTE: There are no correct or incorrect answers. There is no expected way of ranking the given items, and there is no means of identifying individual responses. Please indicate your honest feelings when assigning relative importance to the items, ranking the items from "1" through the last needed number in each section and not making any ties.

Your cooperation is greatly appreciated. The time and attention you have given to this study is evidence of your personal and professional concern, a much-sought-after attribute in the teaching profession today.

PERSONAL DATA: You are requested to check (X) the appropriate spaces for the following criteria that most nearly describe your personal and professional situation. Please DO NOT give your name or any other information as anonymity is desired. Thank you.

Teaching Area in This School: ______________________________

Sex (Please Check One): ______ Male ______ Female

Age Range (Please Check One): ______ 20 to 29 years

______ 30 to 39 years

______ 40 to 49 years

______ 50 to 59 years

______ 60 years or over

Range of Teaching Experience (Please Check One): ______ 0 years (New Teacher)

______ 1 to 3 years teaching

______ 4 to 6 years teaching

______ 7 to 10 years teaching

______ 11 to 20 years teaching

______ 21 to 30 years teaching

______ 30 years or more

Extent of Teacher Preparation (Please Check One:) ______ Less than a Bachelor's Degree

______ Bachelor's Degree

______ Bachelor's Degree plus 15 sem. hours or more

______ Master's Degree

______ Master's Degree plus 15 sem. hours or more

______ Doctor's Degree

Area(s) of Specialization in College (Please List):

Major Area(s) in College______________________________

____

Minor Area(s) in College______________________________

____

(THANK YOU -- PLEASE GO ON TO THE NEXT PAGE)

Teacher Role

Section 1: Teachers perform a variety of roles in working at all the tasks involved in teaching. Such roles or activities can be grouped into six broad categories as listed below. Rank, in terms of their relevance to you in your meeting the total task of teaching in your school, the following roles.

_____COMMUNITY MEMBER: The teacher engages in various activities that go into the makeup of a private life. Such private-life activities can and do affect public life; therefore, the teacher, in his personal life, plays an important role in the life of the total community.

_____COUNSELING AND GUIDANCE PERSON: Students, and sometimes parents, have problems and need help in solving them. In either case, the teacher is often in such position that he is called on to perform a variety of counseling or guidance activities for pupils or their parents.

_____DIRECTOR OF LEARNING: In the classroom, the teacher is the director of all activities--planning, organizing, implementing, and coordinating learning experiences. These activities represent the teacher's main stock in trade, determining what is to be taught and how it is taught.

_____LIAISON FOR SCHOOL & COMMUNITY: The teacher acts as a basic link between the school and the community, serving as an interpretor of school or community interests and events for the affected parties. Some of the teacher activities might be considered as public relations work for the school.

_____MEDIATOR OF THE CULTURE: The beliefs and behaviors of a culture need to be transferred from the general culture to its youth. In the school, therefore, many of the activities performed by the teacher are directly related to transferring the culture to the young people.

_____MEMBER OF THE PROFESSION: The teacher performs many activities in the job of teaching which might be considered as direct or indirect efforts to improve the status and the services of the profession. These professional activities are an important aspect of the total teaching task.

Origins of Teacher Behavior

Section 2: Because of differing origins in behavior patterns, teachers tend to behave in various ways in classroom situations. Based on your own feelings about the job to be done in your school, rank each of the following sources of behavior in terms of its importance in helping you to do an effective job of teaching in your school.

_____EMULATION: One learns from watching others teach. It is natural that a person will tend to base the teaching of his own classes on the way he was taught.

_____EXPERIENCE: Environment plays an important part in the kind of person one becomes. It is natural that how one behaves in teaching will be based on social learnings from one's own background.

_____PHILOSOPHY: Teaching, like other fields, has its history and philosophy. In teaching one may accept any philosophy, but all patterns of behavior will evolve out of the philosophy one feels he can support.

_____RESEARCH: Teaching, since it exists to help students learn, takes its cues from scientific research about learning. Thus, the pattern of behavior for the teacher evolves from a basis of proven facts about learning.

_____SATISFACTION: Teachers teach the way they do because of some personal satisfaction derived from the techniques used. It is natural for one to use the techniques that provide satisfaction of personal needs.

_____SITUATION: There are many theories, philosophies, and models of teaching, but when one actually teaches, it is the conditions in the school and the community which determine the patterns of teacher behavior.

Ways of Determining Goals

Section 3: Teachers have at hand a variety of ways of structuring relationships with pupils in order to determine class goals. All of the following are important means of setting goals, but are viewed by different teachers as having more or less importance in the task. Please rank, in terms of importance to you in establishing goals for your class, the following relations.

_____DIRECTIVE: The teacher as the leader in the classroom initiates the direction and the communication patterns for the situation. As such, he should tell the students why they are in class and what goals may be achieved as a result of their study in the subject.

_____DISCUSSIVE: When the teacher encourages a maximum of student participation in group discussion, the resulting activity will reflect the general thinking of the class. The goals resulting from class involvement in such discussion will closely approximate the students' real needs and interests.

_____MANIPULATIVE: The teacher can and should set the goals for the class. However, the teacher is wise if he will let the students feel that they are actually participating in the decision-making process themselves, making himself a part of the total group and leading them to proper decisions.

_____NON-DIRECTIVE: The teacher should not involve himself in the concern of setting goals. Students learn only those things they want to learn; thus, to allow them to be free and responsive will usually result in their setting meaningful goals--in their own best interests.

_____PERSUASIVE: A teacher should be able to persuade youngsters to accept his goals; also, because of his training and experience, his ideas will be valid and appropriate. If the teacher cannot persuade them, however, then the goals suggested by the students should become the class goals.

_____SUPPORTIVE: The teacher's job in structuring the class to determine goals is to lend support and assistance to each youngster as he attempts to clarify and establish goals for his own self-direction. The teacher offers suggestion, praise, and aid to each student as he requests it.

Goals of Education

Section 4: Schools are established by society to accomplish certain objectives. The following list of attributes or skills are generally considered important for young people. Rank these ideas according to what you feel their ultimate worth is to the youth of your school.

____AESTHETIC: Has an understanding of the importance of beauty, symmetry, and form. Appreciates good art and music and literature. Performs adequately in the areas of art, music, and drama. Can produce aesthetic ideas, objects, and experiences. Believes in the value of such things.

____CHARACTER: Is dependable and honest. Has integrity and moral courage. Is responsible. Has a set of moral principles which guide his actions. Can be trusted and counted on. Knows the difference between "right" and "wrong" and behaves accordingly.

____CIVIC: Understands the fundamental elements of democracy. Values republican type government and strives to make it work and to make it better. Is a good citizen. Obeys the laws and will vote and participate in community affairs. Keeps himself informed on issues. Expresses his interest and convictions to elected officials.

____COMMUNICATION: Reads and writes effectively. Speaks and listens and computes well. Shares ideas effectively. Handles quantitative ideas accurately. Understands the written word. Spells correctly. Organizes his ideas logically, and presents them with expression and conviction.

____INTELLECTUAL: Clear thinker. Uses common sense. Analyzes ideas carefully and well. Has good judgment. Draws valid conclusions from objective evidence. Can identify the particulars inherent in big ideas. Synthesizes new constructs out of existing facts. Has extensive factual data readily in mind.

____MOTIVATIONAL: Wants to learn. Is attracted towards ideas. Works hard to acquire the tools for further learning. Believes in the worth of knowledge. Is eager to pursue new information and experience. Feels that life involves continuous acquisition of new knowledge and new skills. Is interested in improving himself educationally. Is persevering.

____PHYSICAL: Healthy. Vigorous. Has good habits of eating, rest, and elimination. Consults his physician frequently. Participates in activities designed to keep him healthy. Supports community activities to eliminate disease. Has skills and knowledge enabling him to be a life-long participant in physical activities. Believes in the importance of exercise.

____PSYCHOLOGICAL: Has a healthy, adequate personality. Feels positively toward himself. Is open-minded, stable, secure, and confident. Has an accurate picture of his own assets and limitations. Is free from unnecessary anxieties and neuroses and fear. Feels that he has dignity and worth. Understands himself.

____SOCIAL: Cooperative. Helpful. Agreeable. Works well with others. Participates in activities with other persons without offending or hurting them. "Gets along" in the best sense of the term. Is not a conformist, but does not inflict his ideas on others in an inconsiderate manner. Is tolerant and accepting of others. Believes others are important and treats them as if they were.

____VOCATIONAL: Can perform a job well. Competent. Knows how to earn a living. Is capable, efficient, and effective in accomplishing an occupational role. Likes his work. Has the technical skills and abilities required to fulfill a job. Understands the importance of work and the basic principles of economics in a free enterprise system.

NOTE: The ten goals were all listed on one page in the original Teacher Inventory.

Section 5: A list of forty-eight adjectives are given below. Place a check mark beside the number of those sixteen (16) words which best describe the students in the school to which you are presently assigned, as you perceive them. Please check sixteen (16) choices only.

_______ 1. ACTIVE
_______ 2. AFFECTIONATE
_______ 3. AGILE
_______ 4. AGREEABLE
_______ 5. ANIMATED
_______ 6. ANTAGONISTIC
_______ 7. AWARE
_______ 8. AWKWARD
_______ 9. BUNGLING
_______ 10. CHANGEABLE
_______ 11. CIVIL
_______ 12. CONSIDERATE
_______ 13. COURTEOUS
_______ 14. CREATIVE
_______ 15. CURIOUS
_______ 16. DISCERNING
_______ 17. DISRUPTIVE
_______ 18. DYNAMIC
_______ 19. EXPRESSIVE
_______ 20. FANCIFUL
_______ 21. GREGARIOUS
_______ 22. HARMONIOUS
_______ 23. HUMBLE
_______ 24. IDEALISTIC
_______ 25. IMITATIVE
_______ 26. IMPERCEPTIVE
_______ 27. INDIFFERENT
_______ 28. INFORMAL
_______ 29. INTENT
_______ 30. INTERESTED
_______ 31. LAZY
_______ 32. LETHARGIC
_______ 33. MALICIOUS
_______ 34. MISCHIEVOUS
_______ 35. NEAT
_______ 36. OUTGOING
_______ 37. PATIENT
_______ 38. QUARRELSOME
_______ 39. QUICK
_______ 40. RASH
_______ 41. REALISTIC
_______ 42. RUDE
_______ 43. SELF-CENTERED
_______ 44. SINCERE
_______ 45. SLOPPY
_______ 46. SUPERFICIAL
_______ 47. UNPREDICTABLE
_______ 48. VIGOROUS

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Other Sources

All Schools in the study: 14 junior high schools and 14 senior high schools. Tape-recorded interviews with principals, guidance personnel, and selected groups of teachers (approximately 75 hours). Taped during period of September-December, 1964.

Central school offices, all participating city school systems. Tape-recorded interviews with a central staff representative (approximately 6 hours). Taped during September-December, 1964.

Personal Diary. A day-to-day record of experiences, observations, and comments as recorded by the research investigator. Recorded during period of September 1964 to December 1964.

Principals' Reports. A collection of State Reports and/or North Central Association of Colleges and Secondary Schools reports for the 1964-65 school year.

Teacher Inventory. Qualified responses by 1264 teachers in the 28 participating schools to a printed check list of teacher perceptions of pupils, programs, and instructional activities.